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ABSTRACT

This paper reports on a study conducted to examine the status of efforts by the State of Minnesota, its institutions of higher learning, and its public school districts to recruit, prepare, and retain staff members of color (minority) for professional teaching service in public school districts. Methodology employed for the study included a review of national literature on approaches used in recruiting staff members of color for professional teaching positions. Then, through consultation with in-state expert resource personnel, some models, processes, and strategies for teacher recruitment, preparation, and retention were identified. On-site visits were made to observe promising programs and models and/or to interview key program directors or sponsors of those programs. A sketch of each program, an assessment of transportability, and ratings as "fast-track," "moderate-track," and "slow-track" were then ascribed to project the program, process, or strategy turn-around time to prepare staff members of color for professional teaching positions. A myriad of support systems were identified as essential to enhance the success of the program. It was recommended that state policy making and implementation bodies, public school districts, colleges and universities, media support coalitions, and businesses develop, implement, and support a major initiative to recruit and prepare an average of 250 teaching staff members of color annually for each of the next 20 years. Five appendixes include: the urban collaborative educator development program grant proposal; a description of the "Common Ground Consortium"; a profile of the "Multicultural Teacher Development Project"; a flyer for the Minneapolis (Minnesota) magnet schools; and a flyer for the St. Paul (Minnesota) public schools minority education program. (LL)

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MINORITY TEACHER RECRUITMENT, PREPARATION, AND RETENTION

EQUAL EDUATIONAL OPPORTUNITIES' SECTION

MINNESOTA DEPARTMENT OF EDUCATION

June, 1991

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EXECUTIVE SUMMARY

MINORITY TEACHER RECRUITMENT, PREPARATION, AND RETENTION

The Minnesota Department of Education, Equal Educational Opportunities Section - in conjunction with the St. Paul Public Schools and Minneapolis Public Schools - conducted the Minority Recruitment, Preparation, and Retention Project to examine the status of efforts by the State of Minnesota, its institutions of higher learning, and its public school districts in recruiting, preparing, and retaining staff members of color (minority) for professional teaching service in public school districts.

The methodology employed for the study entailed a review of national literature on approaches used in recruiting staff members of color for professional teaching positions. Then, using in-State expert resource personnel, models, processes, and strategies for recruitment, preparation, and retention were identified. On-site visitations were made to observe operating, promising programs and models and/or to interview key program directors or sponsors of those programs. A sketch of each program, an assessment of transportability, and ratings as "fast-track," "moderate-track," and "slow-track" were then ascribed to project the program, process, or strategy turn-around time to prepare staff members of color for professional teaching positions. A myriad of support systems were identified as essential to enhance the success of recruitment, preparation, and retention efforts. Finally, conclusions and recommendations were tendered.

The study illustrated that Minnesota's K-12 public school student enrollment declined by some nineteen percent in the sixteen years from 1973-74 through 1989-90; Minnesota's public school's professional staff declined approximately five percent between 1973-74 and 1989-90; the number of students of color in Minnesota school districts increased from approximately 28,800 to 62,000 or a one-hundred and fourteen percent growth between 1973-74 and 1989-90; Minnesota's percentage of professional staff members of color in public school districts remained constant at approximately 1.5 percent; of the new teachers hired in Minnesota school districts, teachers of color represent, annually, approximately 1.5-2.0 percent; Minnesota institutions of higher learning prepared 27 and 56 teacher staff members of

Associate Superintendent for Human Resources, Minneapolis Public Schools, were assigned the responsibility of identifying models, processes, and/or strategies for the external recruitment of professional teaching staff members of color for Minnesota public school districts. Dr. Roger Worner, Project Consultant, was assigned the responsibility of identifying models, processes, and/or strategies for internally recruiting, preparing, and retaining teaching staff members of color within the State of Minnesota for Minnesota public school districts.

The methodology employed for the study of the internal recruitment initially entailed a review of national literature on approaches used in recruiting staff members of color for professional teaching positions. Then, using in-State expert resource personnel, models, processes, and strategies for recruitment, preparation, and retention were identified. Subsequently, on-site visitations were made to observe operating, promising programs or to interview key program directors or sponsors of those programs. A sketch of each program, an assessment of transportability, and ratings as "fast track," "moderate track" and "slow track" were then ascribed to project the program, process, or strategy turn-around times to prepare staff members of color for professional teaching positions. A myriad of support systems were identified as essential to enhance the success of recruitment, preparation, and retention efforts. Finally, conclusions and recommendations were tendered.

The Project Consultant gratefully acknowledges the assistance provided by expert resource personnel from the Minnesota Department of Education, St. Paul Public Schools, Minneapolis Public Schools, Duluth Public Schools, University of Minnesota, Minneapolis Federation of Teachers, University of St. Thomas, Mankato State University, St. Cloud State University, Winona State University, Bemidji State University, Augsburg College, Metropolitan State University, Minneapolis Community College, Lakewood Community College, Northeast Metropolitan Intermediate School District 916, and representatives of a number of Minneapolis -St. Paul suburban school districts.

3.0 Nature of the Problem

As a backdrop to an examination of future efforts by the State of Minnesota to enhance the recruitment of minority staff members (staff members of color), it is helpful to examine select statistical data over a multi-year time frame. The data, themselves, illustrate the present and future nature of the problem.

MINORITY TEACHER RECRUITMENT, PREPARATION, AND RETENTION

1.0 Purpose of the Project

The Minnesota Department of Education, Equal Educational Opportunities Section - in conjunction with the St. Paul Public Schools and Minneapolis Public Schools - conducted the Minority Recruitment Project to examine the status of efforts by the State of Minnesota, its institutions of higher learning, and its public school districts in recruiting, preparing, and retaining staff members of color (minority) for professional teaching service in public school districts.

The Minnesota Department of Education believes in the need to develop opportunities and tested models for public school districts to use in securing and/or developing qualified staff members of color to fill professional vacancies in the teaching profession. The belief is undergirded by (a) a philosophical commitment to furnish all students with broad multi-cultural, gender, and disability exposure, (b) a philosophical commitment that students of all races, ethnicity, and gender benefit from exposure to staff members of color (as well as majority staff members), (c) the fact that the number and percentage of students of color is increasing in the State of Minnesota, (d) the fact that the percentage of staff members of color is significantly less as a function of total staff than is the percentage of students of color a function of total students, (e) the fact that the number of teaching staff members of color is remaining stable (or declining) as a percentage of total professional teaching positions in the State's school districts, (f) the fact that the number of newly trained and licensed teaching staff members of color is insufficient to alter the current ratio of minority staff to minority students (or to majority students or to total students), and (g) the fact that no institutionalized processes or models are in place - endorsed by the State of Minnesota - for public school districts to use in securing and/or developing qualified staff members of color to fill future vacancies in the teaching profession.

2.0 Design/Methodology of the Study

The Project design incorporated two approaches to recruitment - external and internal. Dr. Phillip Penn, Director of Human Resources, St. Paul Public Schools, and Dr. Katrina Reed,

color, respectively, during 1988-89 and 1989-90; approximately 12,000 professional public educators (87 percent of whom are elementary and secondary school teachers) will retire in the next decade, an average of 1,200 staff members/year; virtually 28,000 professional educational staff members - 57 percent of the current educational force - will retire in the next twenty years; and to achieve student of color and professional staff of color parity, school districts and colleges/universities will be obliged to recruit, prepare, and retain an average of 250 professional staff members of color in each of the next twenty years.

Future, favorable conditions which make a State of Minnesota initiative on Minority Recruitment, Preparation, and Retention appropriate and timely are the following: impending retirements; increased pupil population; increased awareness; and availability of approaches and models.

"Fast-track", "moderate-track", and "slow-track" models and approaches exist for building the ranks of professional staff members of color for service in Minnesota's public school districts in the future.

It is recommended that the Governor, Minnesota State Legislature, Minnesota Board of Education, Minnesota Board of Teaching, and Minnesota Department of Education - in conjunction with Minnesota school districts, teacher unions, colleges and universities, media, support coalitions, and businesses - develop, implement, and support a major initiative to recruit and prepare an average of 250 teaching staff members of color, annually, for each of the next twenty years of service in the Minnesota public schools. The estimated cost of supporting a major State-wide initiate for the recruitment, preparation and retention of minority teaching staff members is 2.5 million dollars annually, adjusted for inflation, for a period of two decades.

Table I, Total Students and Minority Students, 1973-74/1989-90, illustrates that, over a decade and a half, students enrolled in public school districts in the State of Minnesota declined from approximately 900,000 to 732,000 or a decrease of 19 percent. (The "low water mark" for Minnesota public school student enrollment was 696,000 students in 1984-85, nearly 23 percent below the 900,000 student figure in 1973-74.)

Table I also illustrates a consistent, unabated growth rate in the number of students of color in Minnesota public school districts. From the 3.2 percent figure in 1973-74, the percentage of students of color increased to 9.2 percent in 1989-90. The increase represents an approximate growth - over the one and a half decades - from 29,000 to 62,000, or a 114 percent increase in students of color.

TABLE I

TOTAL STUDENTS AND MINORITY STUDENTS, 1973-74/1989-90

Year	Students (Total)	Students (% Minority)
1973-74	900,000	3.2%
1974-75	878,000	3.7%
1975-76	860,000	4.2%
1976-77	833,000	4.4%
1977-78	803,000	4.7%
1978-79	803,000	5.0%
1979-80	772,000	5.6%
1980-81	751,000	6.0%
1981-82	729,000	6.1%
1982-83	711,000	6.5%
1983-84	700,000	6.5%
1984-85	696,000	7.0%
1985-86	699,000	7.3%
1986-87	709,000	7.7%
1987-88	716,000	8.2%
1988-89	723,000	8.6%
1989-90	732,000	9.2%

Table II, Total Students, Total Professional Staff, Staff/Student Ratios, 1973-74/1989-90, provides a one and one-half decade trend picture of student enrollment, professional staff, and student/professional staff ratios from 1973-74 through 1989-90. The Table illustrates that, while student enrollment declined nearly 20 percent, professional staff members declined only approximately 5 percent. Simultaneously, student/professional staff ratios improved in Minnesota's school districts from 17.67/1 in 1973-74 to 15.1/1 in 1989-90.

TABLE II

TOTAL STUDENTS, TOTAL PROFESSIONAL STAFF, STUDENT/STAFF RATIOS, 1973-74/1989-90

Year	Students (Total)	Staff (Total)	Student/Staff Ratio
1973-74	900,000	50,920	17.67
1974-75	878,000	51,348	17.10
1975-76	860,000	50,693	16.96
1976-77	833,000	50,898	16.31
1977-78	803,000	49,995	16.15
1978-79	803,000	49,723	16.15
1979-80	772,000	49,391	15.59
1980-81	751,000	49,444	15.17
1981-82	729,000	48,236	15.05
1982-83	711,000	44,553	15.71
1983-84	700,000	44,044	15.83
1984-85	696,000	44,744	15.55
1985-86	699,000	45,789	15.26
1986-87	709,000	46,425	15.27
1987-88	716,000	47,031	15.22
1988-89	723,000	47,931	15.08
1989-90	732,000	48,372	15.10

Based on information provided by the Minnesota Department of Education, the percentage of professional staff members of color in Minnesota public school districts currently is - and has been for a number of years - approximately one and one-half percent of professional staff.

Table III, Majority and Minority Teachers, Select Years, 1982-83/1990-91, depicts the number of majority and minority teachers in the elementary and secondary ranks from 1982-83 through 1990-91 (even years). The figures illustrate that the number and percentage of staff members of color have remained relatively constant (at approximately 1.5% of total teaching staff) despite an increase in students of color from 6.5% to 9.2% during the same time span.

TABLE III

MAJORITY AND MINORITY TEACHERS
SELECT YEARS, 1982-83/1990-91

	Elementary		Secondary	
Years	Minority	Majority	Minority	Majority
1982-83	228	13,777	252	17,685
	1.63%	98.37%	1.40%	98.60%
1984-85	247	13,776	211	17,280
	1.76%	98.24%	1.20%	98.8%
1986-87	250	14,497	210	16,931
	1.70%	98.30%	1.22%	98.78%
1988-89	270	15,186	193	16,905
	1.74%	98.26%	1.12%	98.88%
1990-91	266	14,981	214	15,618
	1.74%	98.26%	1.36%	98.64%

Table IV, New Teacher Hires, 1990-91, confirms that the rate of hiring staff members of color

to fill public education vacancies - if maintained on an annual basis - will significantly lag behind the present or projected number of students of color in Minnesota school districts.

TABLE IV

NEW TEACHER HIRES

Year	Minority Hires	Minority %	Total Hires
1982-83	13	1.02	1,273
1983-84	13	1.27	1,497
1984-85	40	1.60	2,489
1985-86	43	1.49	2,879
1986-87	54	1.99	2,710
1987-88	36	1.25	2,888
1988-89	51	1.86	2,730
1989-90	53	1.92	2,757
1990-91	60	2.13	2,823

In reports prepared in 1988-89 and 1989-90 on the number of licensed staff members of color - prepared to enter the field of teaching - it was reported that all institutions of higher learning in the State of Minnesota produced 27 and 56 staff members of color, respectively.

The magnitude of need for professional staff members in the ranks of public education over the next two decades is amply illustrated by Table V, Professional Staff By Age, State of Minnesota.

TABLE V

PROFESSIONAL STAFF BY AGE
STATE OF MINNESOTA

Age Bracket	Number	Percentage
20-24	438	.1%
25-29	3,892	7.9%
30-34	4,584	9.3%
35-44	18,226	36.8%
45-54	15,483	31.3%
55-Over	6,881	13.9%
Total	49,504	

It is reasonably estimated that approximately 12,000 professional educational staff members (87% of whom are regular elementary and secondary teachers) will retire in the next decade, an average of 1,200 professional staff members/year. Over the span of two decades, virtually 28,000 professional staff members or 57% of all professional educators in Minnesota will retire. To achieve parity between staff members of color and students of color (at, say, 10% of total staff and student populations), the several school districts and colleges/universities of the State of Minnesota will be obliged to recruit and prepare an average of 250 staff members of color for entrance into the teaching profession in each of the next twenty years. This figure approximates 400% of the annual rate of new hires of staff members of color during the 1990-91 school year and 450% of the staff members of color licensed annually through all of Minnesota's institutions of higher learning in 1989-90.

4.0 Past/Future Inability to Respond

By virtually any established criterion, the State of Minnesota currently has an inadequate number of professional staff members of color in public school districts. Further, every indication exists that, unless significant changes are made at numerous governmental and organizational levels, the current shortages of professional teaching staff members of color will worsen because of the growing minority student population.

Briefly discussed below are the most significant causal factors - identified by expert resource personnel - for the State of Minnesota's and school districts' past and future inability to respond to the need for greater numbers of professional staff members of color in the public school teaching profession.

Stable and Declining Enrollment

During the past decade and a half, public school district enrollments in the State of Minnesota have declined significantly. During that same time period, 1972-73 through 1988-89, public school districts' professional staffs declined as well, though the decrease was, indeed, modulated by increased staffing of special education programs. During this time period, literally thousands of professional staff members were terminated or placed on unrequested leave of absence, awaiting a resurgence in enrollment, leaves of absence, and/or colleague retirements in order to be recalled to professional teaching service. In an era of significant state and national enrollment decline, particularly in the Minneapolis-St. Paul metropolitan area, school district personnel departments virtually discontinued recruitment and hiring endeavors.

Scanty Staff Turnover

Coupled with declining and/or stable enrollment in virtually all of Minnesota's public school districts has been a "graying" of the professional staff member. With seniority provisions governing the placement of professional staff members on unrequested leave of absence, the steep decline in student enrollment in public school districts "winnowed out" the youngest and most mobile of most school district's professional staffs and left in place more experienced, place-bound, nonmobile personnel. These staff members - 45% over 44 years of age - are likely to remain in their current positions until retirement.

Seniority Provisions

Minnesota statute 125.12 stipulates that, in the event of reductions-in-force, professional staff members with higher seniority will be retained in the profession while staff members with lesser seniority will be terminated or placed on unrequested leave of absence (for possible future recall). Presuming that in recent years there has been a heightened press to train and

place a larger number of staff members of color in the teaching profession (not necessarily a verifiable assumption), those staff members - whether minority or majority - hired in recent years have been increasingly at risk because of declining enrollment, general budgetary cutbacks, and reductions-in-force. As a consequence, individuals of color who may have recently entered the educational profession - at a time of declining enrollment, general budgetary reductions, and staff reductions-in-force - have faired poorly in retaining positions of employment as a result of statutory staffing requirements and negotiated union agreements.

Image of Public Education

Several Deans at Schools of Education in Minnesota cited the "image of public education" - both nationally and locally - as one, significant barrier to attracting individuals of color into the educational profession, generally, and public school teaching, specifically. Several resource personnel flatly stated that the problems "associated with teaching", salary levels, and persistent affirmation that public school districts and their staffs are failing make it difficult for Schools of Education to compete against their counterpart colleges/schools for a scarce pool of individuals of color.

Attractiveness of Competing Professions

Coupled with the image of public education - as perceived by expert resource personnel - schools/colleges other than education and, subsequently, professions in the work-place are perceived as significant barriers to garnering a "larger than market share" of staff members of color in the education profession. Beginning salaries, fringe benefits, work day, opportunity for upward mobility, and status are viewed as reasons schools of engineering, medicine, business, law, chemistry, and others are attracting individuals of color with greater success than is the case with schools of education.

Hiring Inexperience by School District Personnel Departments

Unlike their corporate counterparts, public school district personnel or human resources departments are most often inexperienced in sophisticated staff recruitment. In part, this lack of sophistication is borne out of virtually fifteen years of minimal need for securing replacement personnel. Additionally, except for Minnesota's cities of the first class, most

personnel/human resources' departments are staffed by a single professional whose function it is to secure a small number of quality teachers from among an extraordinarily large pool of candidates, few of whom are staff members of color. As well, personnel/human resources' functions are most often diffused. That is , they involve and rely upon a myriad of building-level administrators, teachers, and, less frequently, parents in the actual screening and selection process. Under these conditions, a district-wide focus on increasing the number of professional staff members of color may be lost, thwarted, or undermined as responsibility is delegated to participants in the screening, interviewing, and selection process.

Minimal Inducements

Public school districts - likely because they are public bodies - are notoriously unsophisticated in and, perhaps, barred from offering inducements that will cause a staff member of color to choose the educational profession as opposed to a position in the private sector. In spite of the fact that public school districts may not have been in a position to seek staff members of color to fill vacant positions (because of declining student enrollment and past reductions-in-force), most are not well postured to compete against interests in the private sector. Negotiated agreements most typically must be equally applied to all candidates and/or employees. Relocation expenses, summer jobs, extra assignments, post-graduate support, housing, and other options have not been considered or implemented to attract either minority or majority staff members into the teaching profession. Coupled with the perceived "low image of public education", competing interests of business and industry, past reductions-in-force, and excessive numbers of candidates for a small number of positions, it is predictable that public school districts will fair poorly in securing the relatively small number of individuals of color considering public education as a profession and livelihood.

Perceived Need/Priority

In the absence of publicity on the growth rate of public education students of color - coupled with a recent history of public school district staff lay-offs, declining enrollment, and little hiring - there may be little perceived need and/or priority for securing staff members of color to fill a nearly miniscule set of professional staff vacancies in public school districts. Only recently have Minneapolis-St. Paul suburban school districts begun to realize that their student populations of color were steadily increasing and, even so, those districts have been obligated by

contract and state statute to recall displaced, senior staff members from lengthy unrequested leave of absence lists. For some suburban school districts, as an example, a period of ten years elapsed before a single, new, regular education teacher was employed. During the same time period, the school district's enrollment of students of color doubled.

Absence of Support Infrastructure

Until recently, the State of Minnesota provided little direction, priority, assistance, and, to be sure, funding to assist colleges, universities, and/or school districts in securing an enhanced number of staff members of color in public school districts. Few approaches or models are available for public school districts to examine. Pools of "ready" public education professional staff members of color are so small that cities of the first class - more experienced and aggressive in their recruitment efforts than suburban and greater Minnesota counterparts - are able to capitalize on larger personnel needs, virtually exhausting all of the available candidates within the State of Minnesota and, then, recruiting out-state.

It is clear that public school district administrators and School Boards will need to rely on approaches and models furnished by the Minnesota Department of Education and more experienced school districts in the State of Minnesota if their future efforts to recruit staff members of color are to be effective, efficient, and productive.

5.0 Future Favorable Conditions

There are several, future, favorable conditions which make the timing for a State of Minnesota initiative on minority recruitment, preparation, and retention appropriate and timely. The most significant of the favorable conditions are as follows:

Impending Retirements

The largest population of students of color is in the Minneapolis-St. Paul metropolitan area and surrounding suburbs. Presumably, at least initially, the greatest need for staff members of color in public education is in the metropolitan and suburban area. Unfortunately, because of desirable salaries and perceived lifestyle quality, metropolitan and suburban area public

education positions tend to have excellent, long-term, nonmobile incumbants. As a consequence, once in place, many of the educational professionals remain "in-place" through the entirety of their careers. This condition is about to change.

Excluding third and fourth ring suburban communities, Minneapolis, St. Paul, and most first and second ring public school districts have relatively "gray" staffs. As a consequence, it is to be expected that as more than twenty-five percent of all of the professional positions in metropolitan and suburban area school districts will be vacated in the next ten years. To a significant degree, this condition also characterizes medium to large size school districts throughout the State of Minnesota - all impacted, fairly equally, through student and staff reductions-in-force over the past fifteen years. As a consequence, the opportunity for filling public education vacancies with staff members of color has a greater likelihood of occurring over the next ten years than perhaps at any other time in the past three decades in the State of Minnesota.

Increased Student Population

As illustrated in Table I, student population in public school districts is once again on the increase after nearly fifteen years of decline. Presuming Minnesota public school districts continue to staff their schools at approximately the same pupil/professional staff ratios as currently is the case (15/1), the increased student enrollment will engender increased professional staff positions for staff members of color to fill.

Increased Awareness

As a result of the efforts of the State Board of Education, State Board of Teaching, Equal Educational Opportunities Section, and desegregation planning, public school districts, school boards, administrators, staffs, and communities have a heightened awareness of the need for securing professional staff members of color to fill positions vacated through retirement and/or added as a result of increased student enrollment. For the first time in many years, personnel/human resources directors are in a position to consider the employment of new, regular education staff members and appear to be focused on addressing the need for staff members of color to enhance commitments to cultural diversity and a fairly dramatically changed student population.

Availability of Approaches and Models

At a time when public school districts need most to be focusing their attention on the recruitment, preparation, and retention of staff members of color, there are a handful of successful models and approaches - however limited in scope and duration - in the State of Minnesota for securing and/or developing enhanced numbers of professional staff members of color to be employed in public school districts. In an earlier era, Minnesota public school district personnel/human resources' directors relied - in the absence of available, successful approaches or models to securing professional staff members of color - on out-State recruitment. While that trend seems to have shifted (in part - due to a belief in developing Minnesota's self-reliance), the breadth and scope of approaches and models are still microscopic when compared to professional staff needs in Minnesota public school districts.

6.0 Types of Approaches and Models

Assuming a "window of opportunity" for a large number of professional vacancies will occur in Minnesota's public school districts over the next ten years, it will be imperative - if those vacancies are to be filled by a significant number of professional staff members of color - workable models and approaches be put into place immediately. Large numbers of majority public education professionals are being trained, annually, for future vacancies. Conversely, small numbers of staff members of color are being trained for the public education profession. In the absence of a significant, affirmative, high-priority, well-funded effort by the State of Minnesota, it is likely the number of professional staff members of color available over the next decade to fill public education vacancies will barely be sufficient to replace current staff members of color in the educational ranks. Failing to address this significant mission, it is predictable that the racial composition of Minnesota school districts of the 2000's will approximate those of the 1960's, 1970's, and 1980's.

For the purposes of analysis, outlined below are "fast-track", "moderate-track," and "slow-track" models and approaches for building the ranks of professional staff members of color for service in Minnesota's public school districts in the future.

Fast-Track Approaches/Models

A "fast-track" approach or model for developing professional staff members of color for public education service is one which will bring about the preparation of a certified, professional staff member within a timeframe of 0-2 years. Approaches include the following:

- Return to service of inactive, certified staff
- Relicensure/certification of long-call substitute/reserve teachers
- Licensure of short-call substitute/reserve teachers
- Alternative licensure programming for individuals with non-teaching degrees
- Under graduate/graduate relationships with out-state universities
- Endowed/adopted position concept

Moderate-Track Approaches/Models

A "moderate-track" approach or model for developing professional staff members of color for public education service is one which will bring about the preparation of a certified, professional staff member within a timeframe of 3-4 years. Approaches and/or models include the following:

- Teacher development program
- Paraprofessional career ladder
- Community college-based paraprofessional career ladder
- Baccalaureate degree program

Slow-Track Approaches/Models

A "slow-track" approach or model for developing professional staff members of color for public education service is one which will bring about the preparation of a certified, professional staff member within a timeframe of 5-8 years. Approaches include the following:

- Teaching magnet
- Teacher mentorship program

Fast-Track Approaches/Models

Return to service of inactive, certified staff. One of the simplest "fast-track" approaches to acquiring staff members of color for public education service is to locate and reattract fully-licensed teachers who are not currently employed, are semi-retired, are working in business/industry, are heavily engaged in voluntary activities, or, for a myriad of other reasons, have discounted the possibility of serving, full-time, in the field of public education teaching. Presumably, many of the aforementioned staff members severed their relationship (or had that relationship severed) during a time period when student enrollment was declining, teaching positions were in short supply, and the marketplace was burgeoning with licensed teachers. Many staff members of color may well have lost their teaching positions as a result of staff reduction-in-force during the 70's and 80's and have little reason to be aware that school district enrollment is on the up-swing and anticipated teacher retirements over the next decade will be significant - creating secure positions for new entrants into the teaching field.

Strategies for enticing inactive, certified staff members of color to re-enter the teaching profession could include targeted advertising, general public service announcements, highly-publicized, open house recruitment receptions, and others. Publicity could stress that the

advertising school district is willing to examine - with experienced candidates - opportunities for refresher training, favorable placement on the district's salary schedule as a result of past teaching experience, fringe benefit packaging, child care assistance, car pool assistance, and others.

Relicensure/certification of long-call substitute/reserve teachers. Another "fast-track" model for securing staff members of color is the relicensure/certification of long-call substitute/reserve teachers. These teaching staff members are already licensed to carry out instruction on a full-time basis in the stead of a regular teacher, but depending upon the subjec matter discipline or organizational level in which the long-call substitute/reserve teacher is licensed, acceptance of a full-time position may result, annually, in lay-off. Such lay-offs are particularly common at the secondary school level. As a consequence, the long-call substitute/reserve teacher elects to remain in the substitute/reserve niche.

Offering relicensure/certification opportunities for long-call substitute/reserve teachers could likely be accomplished in a 1-1 1/2 year, or significantly less, span of time. College/university and school district partnerships could provide state-of-the-art university-based and school-based experiences to retrain substitute teachers in an alternative field of licensure. Paid internships, paid tuition, guidance by experienced mentors, highly-targeted coursework, and school-based staff development would enable the substitute teacher to afford relicensure costs and income loss (resulting from discontinuance of reserve teaching) and facilitate a staff member of color making a transition from substitute to permanent teaching status within a limited period of time.

Licensure of short-call substitute/reserve teachers. Another "fast-track approach" to securing staff members of color for the teaching profession is to take advantage of short-call substitute/reserve teachers. In many instances, short-call substitutes hold limited or provisional licenses that prohibit long-term or full-time service in the teaching profession WITHOUT moderate to significant refresher coursework and/or training. For a myriad of reasons - inconvenience certainly being a significant one - short-call substitutes fail to secure full licensure and, as a consequence, are barred from full-time service in the classroom.

The licensure of short-call substitute/reserve teachers of color is a fairly easy, short-term task which would incur minimal costs. Finishing on-site refresher and licensure courses -

coupled with internships and mentoring - would yield a rapid, cost/effective return on investment. Likely, scholarships, tuition waivers, stipends, and, perhaps, transportation and child care may be necessary inducements to short-call substitute teachers. As well, forgiveable loans and assurance of employment on successful program completion should be considered as desired characteristics of this program.

Alternative licensure programming for individuals with non-teaching degrees. A potentially large pool of future teachers of color exist in the private/business sector who, with alternative licensure options available, can and will consider moving into the field of public education. Annually, thousands of private/business sector employees make decisions to change careers. Until recently, the lengthy process of retraining for entry into the teaching profession prohibited minority and/or majority candidates from considering teaching as a "new career."

With relicensure programs that entail 1 1/2 - 2 years of intensive training - some on university site and some on school district site, coupled with internship and mentorship experiences - individuals of color who hold bachelor's or master's degrees in non-teaching fields will leave the private/business sector for retraining and employment in public education. The "Urban Collaborative Educator Development Program," developed jointly by the Minneapolis public schools, St. Paul public schools, and the University of St. Thomas (with involvement of the Minnesota Federation of Teachers) serves as an excellent model for developing top-flight teaching staff members of color on a "fast-track". (See Appendix A.)

Important components of an alternative licensure program may include internship and mentorship opportunities, university-based and district-based coursework, staff development, potential assistance with transportation and child care, scholarships, loans/loan forgiveness, tuition waiver, guaranteed employment upon successful program completion, and elevated placement on school district salary schedule (predicated on "credit" for past private/business experiences).

Undergraduate/graduate relationships with out-state universities. The Common Ground Consortium serves as a "fast-track" model for colleges, universities, and school districts to use in establishing linkages with out-state universities/colleges enrolling large numbers of students of color.

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Building strong, permanent relationships with out-state institutions of higher learning can yield increased numbers of baccalaureate or post-baccalaureate level candidates interested in public school teaching in Minnesota and completion of one or more advanced education degrees.

Through an on-going relationship with one or more predominantly minority institutions, Minnesota colleges/universities or school districts would seek individuals of color who are interested in internship teaching, mentorship opportunities, baccalaureate or post-baccalaureate degree completion, and employment upon degree completion. Scholarships, forgiveable loans, tuition waiver, summer employment, housing credits, and transportation stipends should be considered as components of this "fast-track" model for development of staff members of color in the teaching profession. The anticipated timetable for preparation of the staff members involved in the model is 1 - 2 years.

Employing the concept of a working relationship with predominantly minority colleges/universities and an alternative licensure program, recruitment efforts could be enhanced, as well, to draw into education individuals of color who are in the process of completing baccalaureate degrees in non-teaching fields.

Endowed/adopted position concept. A "fast-track" mechanism for producing teaching staff members of color over a one-year time span could be achieved through business corporations endowing one or more alternative licensure positions in schools of education at the college/university level or, conversely, "adopting" a school district and furnishing funding for individuals of color to engage in and complete an alternative licensure program.

One-hundred of Minnesota's largest corporations - each endowing or adopting two positions for alternative licensure in the field of teaching for staff members of color - would make a significant impact on the number of staff members of color in public school districts over the period of a decade.

Likely components of the endowed/adopted positions would be scholarships, forgiveable loans, tuition payments, internship and mentorship experiences, summer employment, and, possibly, transportation and day care. The projected timetable for licensure of a staff member of color for entrance into the teaching profession would be 1-1/2 years.

Moderate-Track Approaches/Models

Teacher Development Program. Ironically, the institution of higher learning in the metropolitan area which affords the greatest, potential pool for developing staff members of color for the teaching profession - Metropolitan State University - does not have in-place a teacher licensure program. With students averaging thirty-four years of age - eight percent of whom are individuals of color - the institution represents a significant "recruiting environment" for future public school teachers.

The Teacher Development Program is suggested as a 2 - 4 year "moderate-track" program in which Metropolitan State University works directly with one or more institutions of higher learning and a multiplicity of school districts to delivery alternative licensure programming. Partner institutions of higher learning, teacher unions, and school district administrative staffs would work in tandem with Metropolitan State University from year 2 through year 5 of the student's educational experience. Metropolitan State University would provide basic coursework, while participating school districts, unions, and partner institutions of higher learning would furnish teacher-based coursework and staff development.

The Teacher Development Program would entail continuous internship experiences, mentorship, summer employment, scholarships, loan forgiveness, tuition waiver, job guarantee upon successful program completion, and, possibly, child care and transportation. The possibility of completion of a Master's Degree Program and favorable placement on the teacher salary scale (counting successful, prior, business-sector work experience) are options available as part of the program.

Paraprofessional career ladder. A "moderate-track" approach to the development of teaching staff members of color is the recruitment and development of school district paraprofessionals and teacher aides. Many support positions are available in school districts as teacher aides, teacher assistants, playground supervisors, hall monitors, lunch room supervisors, and others. These positions are most often part-time and attract parents whose children are enrolled in school or individuals who are sole-bread winners or second-income earners. With targeted advertising and hiring, school districts could secure the services of individuals of color to function in entry-level positions. Following initial coaching and

training, staff members could be recruited for participation in the Paraprofessional Career Ladder Program.

Features of the program would include on-going employment, school-based (or district-based) coursework, mentorship, internship, scholarship, loan forgiveness, tuition waiver, and, possibly, child care and transportation.

The duration of the program would be 2 - 4 years, depending upon participants' background training and experience.

Community college-based paraprofessional career ladder. The Community College-Based Paraprofessional Career Ladder approach operates on the reverse principle of the Paraprofessional Career Ladder. In the former case, participants of color are enrolled in a college setting but may or may not have employment. In the latter case, participants of color hold employment but may or may not have an affiliation with an institution of higher learning. As in the case of Metropolitan State University, Minnesota's Community College System claims a large number of adult learners who are seeking training for pursuit of an alternative career or a first, significant career. Many community colleges have significant adult populations of people of color.

The Community College-Based Paraprofessional Career Ladder furnishes a "moderate-track" opportunity for individuals of color to pursue training which will lead to teaching in public education. It is suggested that the entry-level for this approach is the creation of paraprofessional positions in school districts which are committed to the further development of participants into a full-fledged teachers over a 4 - 5 period of time. Initial linkage would occur between the community college, school district, local teacher union, Metropolitan State University, and other colleges/universities.

Progression in the program would occur in the same fashion as the Paraprofessional Career Ladder approach. Internship and mentorship experiences would be provided. College-based and school-based training would be provided. Scholarships, loan forgiveness, tuition waiver, employment, summer employment, and, possibly, child care and transportation would be components considered as a part of this approach.

Baccalaureate degree program. The Multi-Cultural Teacher Development Program (See Appendix C) at the University of Minnesota furnishes an excellent example of a baccalaureate degree program for individuals of color to pursue a career in public education. Although in several instances, students involved in the program are adult learners pursuing a career change, the program offers undergraduate and masters of education-track programs for initial licensure at elementary and secondary levels.

Students of color are recruited into initial teacher licensure programs. Individual advising and peer support are provided. Non-need-based scholarships are available. Networking with local elementary and secondary schools is encouraged and developed.

The objective of the Multi-Cultural Teacher Development Program is cited as follows: "To ensure that our students' experience a supportive, personalized environment where faculty/student interaction and intensive peer contact shape the educational experience."

The Multi-Cultural Teacher Development Program was initiated in 1989 with eight students. By 1990-91, enrollees in the program - all individuals of colors - have increased to twenty-two.

Present and future components of the baccalaureate degree program should include scholarships, loan forgiveness, internship and mentorship opportunities, advising and peer support, tutoring, summer employment, school-based and district-based training, employment guarantee upon successful completion of the program.

Slow-Track Approaches/Models

Teaching magnet. This slow-track approach requires 6 - 8 years of guidance and training to produce a potentially large pool of future staff members of color for teaching in public education.

Edison High School in the Minneapolis Public Schools (See Appendix D) furnishes a working example of the teaching magnet. Initiated in the summer of 1989 through a Federal grant,

students were recruited (52 percent of whom were minority). Field placement experiences in local elementary schools, shadowing, peer tutoring, and applicable course seminars have been developed as a part of the teaching magnet program.

By 1990-91, eighty-four students had been recruited for participation in the teaching magnet program during the 1991-92 school year.

Students participating in the teaching magnet furnish services to elementary schools three times each week and receive specialized instruction at Edison High School two times each week. Credits are granted for teaching-related classes and after-school activities.

Among several cited goals for students in the Edison High School Teaching Magnet are the following: work with children in various teaching settings; participate in field trips to educational sites such as universities, libraries, elementary and high schools, day care and nursery schools, and alternative school settings; take college-prep classes and work for college credit in some areas of study; receive counseling and support in preparation for college, including academic tutoring as required; develop basic communications skills, including public speaking, story telling, research and journal writing, others.

Present components of the teaching magnet include potential college credit; summer school program employment; liaison with institutions of higher learning. Future post-secondary opportunities could include scholarships; loans with forgiveness; school-year and summer employment; tutorial assistance and counseling; internship; and, possibly, transportation.

Teacher mentorship program. The Minority Encouragement Program - created by the St. Paul Public Schools - serves as a quality example of a "slow-track" approach to the development of future staff members of color in public education (See Appendix E). The components of the project include heavy parental involvement; the use of mentors as positive role models; personal and academic development; enrichment activities; and frequent interaction and learning experiences for program participants. Some 200 students each year are electing to become a part of the Minority Encouragement Program.

One component of the Minority Encouragement Program is entitled Project Advance, a program designed for grade 11-12 students interested in pursuing a baccalaureate degree in teaching.

Again, parental involvement is heavy; mentorship is provided; student follow-up and remediation at the high school and college/university level is an important facet of the project.

Some thirty-four Project Advance students are enrolled in institutions of higher learning in the field of teaching. Most students are eligible for financial aid. Scholarships are offered, along with a guaranteed position of employment in the St. Paul Public Schools, providing successful completion of the program. After three years of successful service in the St. Paul Public Schools, financial assistance provided by the school district to the student is waived.

Future components of the approach/model may include summer employment; scholarships, forgiveable loans; internship; mentorship; guarantee of employment upon successful completion of the program; tuition waiver; university-based learning experiences; school district-based learning experiences; and, possibly, transportation.

7.0 Notes on Approaches/Models

All of the aforementioned approaches/models are workable or working, though their individual potential for producing significant numbers of staff members of color for the teaching profession will vary in direct proportion to the approaches'/models' access to reasonable numbers of individuals of color. For example, the potential for such "fast track approaches" as the return to service of inactive, certified staff, relicensure/certification of long-call substitute/reserve teachers, and/or the licensure of short-call substitute/reserve teachers is only as great as the number of individuals of color who fit the narrowly circumscribed categories. Other "fast-track" approaches/models - alternative licensure programming for individuals with non-teaching degrees and endowed/adopted position concept - hold immense possibilities because of their access to larger pools of potential candidates.

Most "moderate track" and "slow track" approaches would be rated as having good to excellent potential for producing teaching staff members of color - if appropriately incubated. That is, teacher development programs, paraprofessional career ladder, community college-based paraprofessional career ladder, teaching magnet, and teacher mentorship program approaches - if located on sites with access to reasonable numbers of candidates of color - will produce excellent results (assuming appropriate support systems are in place). Obviously, identical approaches placed on sites with poor candidate access will produce only poor to fair results.

Consequently, approach/model placement IS a correlate to success in achieving desired results.

Based on discussions with expert personnel, there is little evidence to believe that suggested approaches/models are not successfully transportable from one setting to another (urban to suburban or rural), providing that the site location is accommodating and there is access to reasonable candidates of color.

8.0 Support Systems for Recruitment and Preparation

There are a substantial number of support systems that will be critical to a successful State venture in increasing the number of teaching staff members of color in public school districts over the next one to two decades. It is essential to bear in mind that the State's colleges and universities have produced a mere 30-50 or so teaching staff members of color each year, and Minnesota public school districts are hiring annually - on the average - only 1 1/2 - 2% new hires who are teachers of color. These figures are unimpressive when backdropped against the small, current 1 1/2% of teachers of color employed in school districts and the 9+% (and growing) enrollment of students of color. To state that the past and present system of developing teaching staff members of color is not working is to conclude the obvious. Clearly, venturesome, innovative, unique, and/or unconventional measures are required if the goal - substantially larger numbers of staff members of color in Minnesota's classrooms - is to be achieved RAPIDLY.

Commitment from State of Minnesota

The recruitment and preparation of teaching staff members of color will require a large commitment from the Governor's office and the Minnesota State Legislature - philosophically and fiscally. Most successful, current approaches/models in Minnesota are funded by "soft money" - State, Federal, or foundation backed - or through the generosity of a local school district or college/university. Most of the approaches/models are small, "test-bed" operations that will decline or die in relatively short order when funding is halted. Contention for scarce resources is simply too great to stand behind a worthy model that is not viewed by those in power-broker positions as high enough priority to fund.

School districts and colleges/universities will be looking for the Governor, Minnesota State

Legislature, and Minnesota Department of Education to fund approaches/models to develop teaching staff members of color and, further, to intervene with business enterprises, foundations, and the media to support - financially and conceptually - the need for making this issue a front-line agenda item in Minnesota.

Commitments from School Districts and Unions

School district leaders will need to familiarize themselves with the changing demographics of Minnesota's student population, including their own district, and embrace the notion that a diverse, multi-cultural student population is best served by a multi-racial, multi-ethnic staff (administrative, teaching, support). Commitments - philosophical and financial - will need to be made to implement programs with colleges/universities, other school districts, and within the districts to develop future teaching staff members of color.

School district and union leaders must consider, along with the Minnesota State Legislature, waiver of seniority provisions - "last hired/first fired" - which has the capability of undoing the district's/union's developmental efforts at the first sign of declining enrollment. Since the proposed approaches/models apply to "future hires" and would not impact current staff, provisions could be fashioned between district and union that future reductions in force will hold harmless staff members of color. Future majority staff members could be apprised of the reduction in force provision and its rationale PRIOR TO accepting positions of employment in the district.

School districts will want to develop career ladder positions and opportunities for individuals of color with the understanding that many of these employees will be encouraged to participate in "moderate track" licensure programs.

Commitments from Colleges/Universities

Community colleges, private universities, four-year universities, and the University of Minnesota play a critical role in the complex equation for developing teaching staff members of color. Significant emphasis should be given to recruiting minority students IN EDUCATION, including the granting of increased numbers of scholarships and tuition waivers. Then, a willingness, even an eagerness, to develop flexible, cooperative programs with other

institutions of higher learning (say, with Metropolitan State University and others) and school districts, to create alternative licensure opportunities, to reconfigure traditional programs, to build accessible and achievable fifth year programs, to enhance the use of practitioners as adjunct professorial staff members, to remodel internship programs for flexibility, and to deliver an increasing number of school-site programs in districts will set the stage for school districts to recruit and jointly develop teaching staff members of color.

Commitment from Media

The media can do much to enhance or damage the image of public education as an endeavor that is valued by the public and career-seeking individuals as a profession worthy of pursuit. With high competition for individuals of color by business, industry, and the professions, public education will fare poorly in its recruitment and preparation efforts unless the media participate as partners in bringing to the fore the importance of teaching the State's children, the centrality of education to a private enterprise system, the value of education to the maintenance of a healthy State/national economy and the democratic way of life, the value of a multi-racial, multi-ethnic teaching force, the shortage of staff members of color in Minnesota's school districts, and the opportunities for training, licensure, and jobs in public education in Minnesota.

The media can also play a vital role in soliciting the support of business, industry, and foundations to contribute through spouse hiring practices, endowing alternative university licensure chairs, adopting schools, and adopting current or potential staff members of color.

Commitment from Business

Business and industry can play key roles in the recruitment and preparation of teaching staff members of color. With a huge stake in the quality of public education, business and industry will be increasingly looking for employees and consumers who are cosmopolitan in their thinking and acting in a rapidly changing multi-racial, multi-ethnic society. Exposure of majority and minority students to teaching staff members of color, as well as to majority staff members is in the public's best interest.

As stated earlier, business and industry can play important roles through recruiting employees

of color whose spouses are teachers or interested in teaching, adopting schools, endowing alternative licensure positions, offering summer or year-long employment to those enrolled in alternative licensure programs, granting tuition or regular scholarships, interfacing affirmatively with foundations, sponsoring supportive media advertising spots (on education as a profession), or other such endeavors.

Commitment of Coalitions, Neighborhoods, and Communities

There are a number of coalitions, neighborhoods, and/or communities focused on the support of and networking for individuals of color. Like business and industry firms, these groups can serve to strengthen the numbers of individuals of color in the teaching profession by extolling the virtues of the profession, advocating for and/or offering tuition and regular scholarships, adopting schools, endowing alternative licensure positions, sponsoring supportive media spots, interfacing affirmatively with foundations, and others.

Coalitions, neighborhoods, and communities can also furnish support networks to insure that individuals of color in teacher education feel supported, encouraged, mentored, and befriended and to protect against isolation in an environment that may inadvertently fail to meet the individual's basic needs of dignity, self-worth, valuing, and affirmation.

Access to Scholarships

Scholarships provide an inducement for students to consider entering a given field of study when that field may otherwise not have been considered. The proffering of scholarships for basic licensure, alternative licensure, or career ladder approaches/models - as well as many other models - on the assumption that the grantee will pursue the profession upon graduation is an immense incentive to consider teaching. An increasing number of State of Minnesota scholarships - focused on students of color willing to pursue teaching in public education - will set into motion a public awareness of the need for teaching staff members of color, the State's commitment to its priority to develop teaching staff members of color, and an awareness by individuals of color of the interest in, demand for, and commitment to educating individuals of color for public education service.

Loans/Loan Forgiveness

Another fiscal inducement for individuals of color to consider service in public education is a loan program with a forgiveness feature. Upon successful completion of a licensure program for teaching, the student is obliged to teach for a fixed number of years to be eligible for partial or total forgiveness of the accrued loan (e.g. one-fourth forgiveness of loan for each year of teaching service). Loans with a forgiveness option may well be more acceptable for the community college/university adult learner who is an a position to affirm an earnest commitment to public school teaching as a new career following program completion than is the fledgling university/college student with no practical experience in the marketplace. Care will need to be taken to build in loan payment deferral options in the event that a licensed and willing candidate of color is unable to secure a position of employment in teaching because of a downturn in student enrollment or some other factor beyond the candidate's control.

Tuition Waiver

Tuition waiver provides a lesser monetary inducement for students of color to enter a teacher training program than scholarships and loan/loan forgiveness programs but may be more than appropriate for candidates of color who are simultaneously participating in a teaching licensure program AND holding part-or full-time employment. Depending upon the fashioning of the licensure program (time, duration, site, other), a tuition waiver may be sufficient to offset additional costs the student would incur in further educational programming.

It is likely that the tuition waiver support system would perform best for paraprofessional career ladder, community college-based paraprofessional career ladder, relicensure, licensure, alternative licensure, and teacher development approaches that permit continued employment or a paid internship opportunity as a part of the program.

Internship

Unlike the scholarship, loan/loan forgiveness, and tuition waiver, participants of color would receive stipends or salaries for services rendered as a junior staff member (assistant) in a school setting and in the center of the teaching/learning process. The intern serves in a school

setting with a master teacher and receives intensive mentorship, modeling, and staff development training. After completing assisting services, the intern participates in district or site-based training. Depending upon need, tuition may be provided.

Internship experiences/opportunities would most often be made available to individuals of color who were previously or are currently employed, are experienced on-the-job, and are mature.

Employment

Either isolated from or in conjunction with other support systems that entail monetary support for the candidate of color, the tendering of teaching-related employment provides a powerful inducement to enter and continue with a teacher training program. Furthermore, as in union apprenticeship programs, the likelihood of follow-through in a profession or trade is enhanced when the participants can "triple-dip", receiving payment for services rendered, acquiring essential, critical skills, and, many times, being granted under graduate or graduate credits for instruction-related experiences (on-the-job training).

Employment - particularly in the summer - is all the more important in the recruitment and preparation of individuals for the teaching profession in that the work is seasonal (nine months) and, therefore, program continuity and physical contact with the student may be temporarily lost. During such downtimes, the candidate's interest may flag and maintenance of program participation may be lost.

Finally, it nearly goes without saying that teacher candidates - whether fledgling or alternative career adult learners - need an on-going, continuous source of financial resources. To have to seek non-education related summer employment each year merely compounds the opportunity for business and industry to offer permanent employment, fringe benefits, financial security, and status to an otherwise committed candidate to the teaching profession.

Guarantee of Permanent Employment

The ready availability of large numbers of majority candidates for most areas of teaching licensure introduces an element of uncertainty and fear that, at the end of an arduous licensure or relicensure program, there may be little prospect of securing employment in a reasonably

convenient (without significant geographic relocation) school district. A limited number of Minnesota school districts (St. Paul as one classic example) guarantee candidates of color a permanent position of employment upon successful teacher licensure program completion, alleviating the fear of future dislocation, unemployment, or the need for an immediate, post-baccalaureate career change. (Such promises of post-program completion employment are doubly powered when accompanied by the school district's investment of forgiveable loans or scholarships in the candidate of color throughout the duration of the licensure program). Clearly, the candidate cannot help but feel the sense of commitment of the district to him/her and, indeed, feel obliged morally and philosophically to repay the district's generous investment.

Preferred Salary Placement

Along with the guarantee of employment upon successful completion of a teacher licensure program, the stated willingness of school districts to give "experience credit" to adult learners of color involved in alternative licensure programs is a powerful and attractive inducement for those switching fields or professions. Candidates for teaching positions - experienced for a few or many years in the private sector - would like to believe their employment service is worthy of some consideration in affixing initial salary placement after licensure. Most school districts have the latitude to determine the types of experiences and the numbers of years of experience they will credit to a new staff member's salary schedule placement. Developing early-on in the recruitment process the district's intention to allocate "preferred salary placement status" for professional individuals of color involved in career changes can result in heightened interest in selecting the teaching profession as a desired new career.

Access to Mentors

Regardless of the models/approaches employed to recruit and prepare teaching staff members of color and, indeed, in spite of the financial and employment inducements offered to the candidates, perhaps the most critical of all support system elements will be to assign program participants to university/college-based and district-based mentors who are top-flight, dedicated, and highly-supportive. The mentors will furnish guidance, counsel, professional modeling, support, and assistance in interfacing - on the candidate's behalf - with the "systems" that are a realistic part of the candidate's licensure or re-licensure experience. Furthermore, quality

mentors set a tone, standards, and expectations for the teaching profession and school district that the candidate will be expected to model as a trainee (e.g. intern, paraprofessional, other) and, ultimately as a full-fledged, fully-licensed professional.

Access to Transportation

While scholarships, forgiveable loans, internships, and future promises of employment - only to mention a few - are quality support systems for individuals of color to consider entering a teacher licensure or relicensure program, the best of planning can go awry for seemingly the simplest reasons. For many student candidates, transportation availability or access may make it impossible to conceive of program participation, regardless of long-term positive returns on investment. School districts and colleges/universities would do well during the recruitment of individuals of color for program participation to advertise that transportation concerns/needs will be addressed through arranging car pools, access to bus service, and/or procuring corporate benefactors who will cost underwrite transportation assistance grants until alternative arrangements can be made.

Access to Child Care

Child care - like transportation - can present a significant, nagging barrier for an individual of color to take advantage of quality opportunities to become involved in a teacher licensure program. Increasingly, school districts are operating in-district child care programs and, as a part of an alternative package of inducements to a program participant, could offer a fee waiver for such district-based services. Alternately, scholarship, loan, and other funds offered to the candidates could be earmarked for and/or expended, as required, to take into consideration special circumstances (child care and transportation being two primary examples).

Professional child care enterprises could be approached by school districts, colleges/universities, and, even, representatives of the State of Minnesota to consider offering reduced or waived child care rates as a part of an "adopt an alternative licensure teacher program."

9.0 Support Systems for Retention

Just as is the case in the recruitment and preparation of teaching staff members of color, a number of support systems are essential to maximize the possibility that school districts will retain staff members of color, once they are employed. Recognizing that the State of Minnesota only employs 1-2 teaching staff members of color for every 98 majority (white) staff members, it is clear that "natural support systems", leading to feelings of security, warmth, commaraderie, and advocacy, are not observably in place for staff members of color. As a consequence, school districts and, to be sure, representatives of the institutions of higher learning that participate in the licensure process for the staff member must be prepared to develop and maintain support systems for the fledgling teacher or attrition will occur.

Suggested below are ten of potentially dozens of support systems which can be put into place to enhance the possibility that new staff members of color will maintain their affiliation with the hiring school district and the teaching profession.

Buddy System

School districts would do well to secure "buddies" for all new teaching staff members, including those of color. The buddy stays in daily contact with the fledgling staff member, furnishes facility and rule orientation, introduces the staff member to other faculty, seeks the staff member out during lunch time, breaks, and planning periods, provides an open ear for discussion of problems and concerns, introduces the staff member to key parent/teacher representatives, district center administrators, union representatives, and others, occasionally drives with the new staff member to district-wide staff development programs, and creates opportunities for mixing with other individuals of like interests in the building or district.

The school district itself should be sensitive to the needs of new staff members and periodically afford "mixers" and specialized orientation opportunities.

Building-level administrators will want to be a part of the "buddy" structure, giving frequent, non-threatening opportunities for informal conversations and one-on-one orientation sessions. Unions and their building-level representatives will also be an important part of the "buddy structure", assisting the staff member in "learning the ropes" of the building's and district's

operation, initiating involvement in exciting and innovative learning experiences, and, perhaps, assigning the staff member to union committee memberships.

Adopt a Teacher

School district and community businesses can be encouraged by the School Board, district administration, and building administration to "adopt a teacher". Such adoption plans for new staff members - including staff members of color - can afford vehicles for joining service clubs, participating in community affairs, service on community or district social committees, and meeting a myriad of business representatives who can offer a range of advice and service to staff members not familiar with the community.

Adopting businesses may consider structuring a luncheon during National Education Week for the new staff member to meet members of the business firm. In a similar vane, representatives of the adopting firm may make it a point of scheduling a monthly luncheon on the school site with the new teacher to affirm how pleased they are to have the individual as a part of the district's/school's teaching staff.

Rent Credit

One way in which school districts/business firms can provide a support system for new teachers - including teachers of color - is the provision of rent reduction opportunities (for half-year or full-year) or a favorable mortgage rate for the purchase of a home. Most new teachers or those involved in alternative licensure (precipitated by career changes) face substantial debt as a result of multi-year involvement in an educational program. Consequently, an expression of generosity on the part of business to fledgling staff members affirms the value the community places in its educators and its willingness to lend a helping hand at a time when the staff member's finances may be tight.

Temporary Housing

Often times, staff members new to the professional and to the community are ill-prepared to make an immediate appraisal of the type of housing they would prefer to secure and the location of such housing - until greater familiarity with the community is achieved. School districts

would do well to consider the possibility of making arrangements with a number of landlords - preferably even in individual homes where a room and bath can be secured - for short-term (1 6 months) at modest rates until the staff member has made a calculated decision on the type and location of housing desired. Short-term housing in a residence offers the potential of intimate contact with a single family in a warm, supportive environment. So, too, can such arrangements lead to long-term friendships, business and social contacts, and an early, broad orientation to the school district, community, and neighborhood.

Automobile Credits

Beside housing, the second most expensive and critical investment that must be made by a new teacher - including teachers of color - is in a vehicle for transportation. Again, School Board members, district administrators, and building administrators - as well as union representatives - can take leadership roles in securing generous credits on the purchase of or lease of new or used vehicles for new teaching staff members. In tandem with car dealers' support of new staff members in the purchase of automobiles can be the interface by school leaders on the new staff member's behalf in securing loans with favorable interest rates.

Mentorships

Building principals, district center administrators, and teacher union representatives will want to coordinate efforts to identify - beyond a "buddy structure" - one or more outstanding mentor teachers in each facility where a new staff member - including staff members of color - is stationed. These mentor teachers can provide a variety of supportive, professional advice and assistance including such critical activities as planning, organization, time commitment, lesson planning, objective-writing, instructional delivery, grading, conferencing, model teaching, staff developing, and a range of others.

School administrators will want to consider furnishing novice teachers with opportunities - on several occasions during the school year - to observe the best and brightest of the school's staff members, both within and outside of the discipline in which the new teacher is functioning.

Relocation Expenses

In many instances, newly hired staff members - including staff members of color - will be hard pressed to relocate their personal belongings, household effects, and family from one locale to another without great consequence and sacrifice. As school districts look for more and more creative ways in which to compete successfully against business and industry for teaching staff members of color, they will want to weigh the benefits of furnishing a portion or all of the reasonable relocation expenses incurred by a staff member in moving from a prior residence to a new school district. In many cases, the expenses will not exceed $500-$1,000, and if district money is in short supply, perhaps an offer can be tendered to pay an established percentage of documented relocation expenses up to an established, reported ceiling.

Summer Employment

Summer employment is one support system vehicle which can have an immense, attractive draw on a new staff member - including staff members of color - to take an initial position and remain with the school district. In some instances, summer employment can be offered by the school district, while in other instances, school district personnel may interface with community businesses, government, industries, and other groups to broaden the base of summer employment choice. Under any circumstances, the additional income that can be secured through two months of summer employment while school is not in session will be viewed as a significant "perk" for new staff members when they are assessing whether or not they would choose service in public education or the private sector or which one among several public education position offers they would prefer.

Advanced Degree Opportunities

Creative school districts will want to consider the possibility of developing cooperative, advanced degree programs for new staff members - including staff members of color - with one or more institutions of higher learning. The programs can be tailor-made to school district and staff members' needs and offered both on-college/university and on-district sites. Clearly, the school district benefits through the retention of staff members, enhancement of those staff members' proficiencies, and the strengthening of curriculum and instruction programs as a result of advanced-level staff training. Simultaneously, new staff members benefit through

expanded knowledge, "fast-track" entry into and completion of an advanced degree program, and advancement on the school district's salary schedule.

New staff members will view a school district's efforts to structure on-site and off-site advanced degree programs as a significant educational and fiscal benefit that is frequently absent from most school districts' priority lists.

Agreements with Unions

School districts and unions - coupled with the State of Minnesota - will want to secure a modification of Minnesota Statute 126.501 which will allow staff members of color to be "held harmless" from reduction-in-force in future years IF student enrollment declines and precipitates staff lay-offs. Beyond the modification of Minnesota Statute 126.501, however, school districts and unions will want to consider engaging in selection, hiring, training, developing, and other practices which will strengthen the school district's future possibilities of securing and retaining staff members of color.

10.0 Estimated Costing

Based on an assumption that the State of Minnesota and its several school districts should attempt to achieve a minimum of ten percent of the State's regular teaching staff as staff members of color AND assuming 250 staff members of color should be viewed as an achievable goal by the State of Minnesota and its several school districts on an annual basis AND assuming a fairly-balanced mix of "fast-track", "moderate-track", and "slow-track" approaches/models are employed to develop staff members of color for teaching service AND assuming a moderate mix of the inducements (support services) suggested in this study are made available to potential teaching staff members of color, it is calculated that the annual, individualized expenditure to develop a staff member of color in the State of Minnesota will approximate $10,000/staff member/year or approximately $2,500,000 each year, adjusted for inflation.

11.0 Conclusions and Recommendations

The following major **CONCLUSIONS** were derived from the study of Minority Teacher Recruitment, Preparation, and Retention:

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Minnesota's K-12 public school student enrollment declined some 19 percent in the decade and one half from 1973-74 through 1989-90.

Minnesota's public schools' professional staff declined approximately 5 percent between 1973-74 and 1989-90.

The number of students of color in Minnesota school districts increased from approximately 28,800 to 62,000 or a 114 percent growth between 1973-74 and 1989-90.

Minnesota's percentage of professional staff members of color in public school districts has remained constant at approximately 1.5 percent.

Of the new teachers hired in Minnesota school districts, teachers of color represent, annually, approximately 1.5 - 2.0 percent.

Minnesota institutions of higher learning prepared 27 and 56 teacher staff members of color, respectively, during 1988-89 and 1989-90.

Approximately 12,000 professional public educators (87 percent of whom are elementary and secondary school teachers) will retire in the next decade, an average of 1,200 staff members/year.

Virtually 28,000 professional educational staff members - 57 percent of the current educational force - will retire in the next 20 years.

To achieve student of color and professional staff of color parity, school districts and colleges/universities will be obliged to recruit, prepare, and retain an average of 250 professional educators of color in each of the next 20 years.

The State of Minnesota's and its several school districts' past/future inability to respond to the inadequate number of professional staff members of color in public school districts is due to the following factors: stable and declining

enrollment; scanty staff turnover; seniority provisions; image of public education; attractiveness of competing professions; hiring inexperience by school district personnel departments; minimal inducements; lack of perceived need/priority; absence of support infrastructures.

Future, favorable conditions which make the timing for a State of Minnesota initiative on Minority Recruitment, Preparation, and Retention appropriate and timely are the following: impending retirements; increased pupil population; increased awareness; and availability of approaches and models.

"Fast-track", "moderate-track", and "slow-track", models and approaches exist for building the ranks of professional staff members of color for service in Minnesota's public school districts in the future.

Fast-track approaches/models include return to service of inactive, certified staff; relicensure/certification of long-call substitute/reserve teachers; licensure of short-call substitute/reserve teachers; alternative licensure programming for individuals with non-teaching degrees; undergraduate/ graduate relationships with out-state universities; and endowed/adopted position concept.

Moderate-track approaches and models for developing professional staff members of color for public education service include teacher development program; paraprofessional career ladder; community college-based paraprofessional career ladder; and baccalaureate degree program.

Slow-track approaches or models for developing professional staff members of color for public education service include teaching magnet and teacher mentor-ship program.

Support systems for recruiting and preparing teaching staff members of color include commitment from the State of Minnesota; commitments from school districts and unions; commitments from colleges/universities; commitment from media; commitment from business; commitments from coalitions, neighbor

hoods, and communities; access to scholarships; loans/loan forgiveness; internship; employment; guarantee of permanent employment; preferred salary placement; access to mentors; access to transportation; and access to child care.

Support systems for the retention of teaching staff members of color in Minnesota school districts include - but are not limited to - buddy system; adopt-a-teacher; rent credit; automobile credit; housing assistance; mentorship; advanced degree opportunities; summer employment; relocation expenses; and agreements with unions.

The estimated cost of supporting a major State-wide initiative for the recruitment, preparation, and retention of minority teaching staff members is $2.5 million annually, adjusted for inflation, for a period of two decades.

The following major **RECOMMENDATIONS** are tendered:

It is recommended that the Governor, Minnesota State Legislature, and Minnesota Department of Education - in conjunction with Minnesota school districts, teacher unions, colleges and universities, media, support coalitions, and business: develop, implement, and support a major initiative to recruit and prepare an average of 250 teaching staff members of color, annually, for each of the next 20 years for service in the Minnesota public schools.

It is recommended that the implementation of the initiative be immediate to take advantage of the significant, anticipated turnover of teaching staff members expected in Minnesota's school districts in the next two decades.

It is recommended that State statute, regulations, and rules be established to reflect a highest-priority commitment by the State of Minnesota and its several school districts to the recruitment, preparation, and retention of teaching staff members of color.

12.0 External Recruitment

Dr. Katrina Reed, Associate Superintendent, Minneapolis Public Schools, and Dr. Phillip Penn, Director of Human Resources, St. Paul Public Schools, prepared briefs on successful strategies to be used in the external (out-state) recruitment of staff members of color. The following are the most salient points - recommended by Reed and Penn - for school districts to incorporate into their strategies for external recruitment of staff members of color:

- Develop public relations materials, video tapes, and brochures that explain and sell the State of Minnesota and the recruiting school district.

- Meet with a representative group of recruiters and recruitees (past) to discuss previous external recruitment endeavors, successful approaches, pitfalls to be avoided, and new approaches and materials.

- Select recruitment teams that are multi-cultural (e.g. African-American, Spanish, Native American, Asian, and Caucasian).

- Select a recruitment team with a "mix of skills".

- Select a recruitment team on the basis of specific types of recruitment events and locations.

- Include at least one member of the Human Resource's staff on each recruitment team.

- If possible, have alumni from specific minority colleges make prior contacts with College of Education placement offices on campus.

- Send letters/notices of impending recruitment visitations to colleges and universities which have populations heavily represented by individuals of color.

- Make clear in notification letters the goals/objectives of the recruitment visit.

Schedule recruitment trips in conjunction with recruitment fairs or career fairs.

Contact minority publications and agencies/centers to provide periodic employment updates (on the district) and to ensure awareness of impending recruitment trips.

Initiate contacts and build relationships with minority affairs offices at community colleges, state universities, and private institutions, as well as tribally-controlled community colleges.

Specify, explicitly, the district's lead contact person with community colleges, colleges, universities, and other agencies to ensure reliable, consistent information flow and enhance the development of personalized working relationships.

Instruct members of the recruitment team on techniques/strategies for assertively recruiting.

Select recruitment teams to visit college campus' for the purpose of conducting informal meetings with prospective, future candidates (in their junior and senior years) and inform placement directors in the leadership of the College of Education of the school district's needs.

Be prepared to sign, immediately, contingency contracts with outstanding candidates.

Be prepared to offer, immediately, internship opportunities (if available) to outstanding candidates.

Have developed a plan for assisting candidates to secure Minnesota teacher licensure, mentorships, relocation assistance, temporary housing, other. Follow-up in writing with unsuccessful candidates

Summarize experiences of recruitment teams, particularly noting successes, failures, pitfalls, follow-up activities, resource personnel, future possibilities, locations/dates for recruitment events in the ensuing year.

Continue to maintain active, positive contacts with college, community college, university, and agency personnel about future events, activities, and prospects.

Continue to maintain contact with top-flight, prospective candidates for future recruitment.

Consider usage of professional search firms with proven recruitment records.

MINORITY TEACHER RECRUITMENT, PREPARATION, AND RETENTION

EQUAL EDUATIONAL OPPORTUNITIES' SECTION

MINNESOTA DEPARTMENT OF EDUCATION

June, 1991

APPENDIX A

URBAN COLLABORATIVE EDUCATOR DEVELOPMENT PROGRAM

GRANT PROPOSAL
for the
DESIGN, IMPLEMENTATION, AND EVALUATION OF AN ALTERNATIVE TEACHER LICENSURE PROGRAM
Submitted by:
Minneapolis Public Schools, District
St. Paul Public Schools, District
University of St. Thomas
to the
Minnesota Board of Teaching
December 19, 1990

INTRODUCTION

The past eight years - since the wide dissemination of the 1983 Nation at Risk study - have been fascinating for educators. Schools and teacher preparation programs have been alternately praised and blamed for everything from saving the environment to failure of the national economy to keep up with Japan. The subsequent flurry of activity within State departments of education, school districts, and higher education teacher preparation programs has aimed much of the Nation in a direction Minnesota was already headed: toward thoughtful, collaborative, professional approaches to the development of the best possible teachers to meet the increasingly complex needs of a Global Society's children.

The climate of TRUST in Minnesota, developed through long-term personal relationships among strong teacher leaders, university teacher educators, school district administrators, and persons representing the Board of Teaching has resulted in an increasing breakdown of artificial "turf" barriers. Just as the lines between disciplines are being blended into more real-life-like interdisciplinary curriculum segments, so too is there an increasing blending of the traditional distinctions between classroom teachers, administrators, policy makers, and teacher preparers. Following the leadership of the Board of Teaching, Minnesota educators have been changing the primary question from "How do I preserve my role?" to "What resources - persons, finances, materials, curriculum - can we put together to best achieve the outcomes we jointly desire?" (Lindquist, et. al.)

This proposal for an alternative teacher preparation program describes a collaborative program aimed at preparing widely-experienced, broadly-educated persons for the challenge of teaching in one of two great metropolitan areas. Traditional roles are blended as classroom teachers become higher education faculty members, as students become teachers and teachers become students, and as higher education faculty and school principals become team members - working toward a common goal: an Educator Intern's dignified and successful transition into the profession of teaching.

PROGRAM SUMMARY

The Urban Collaborative Educator Development Program was jointly designed and would be jointly implemented and evaluated by persons from Minneapolis and St. Paul Public Schools and the University of St. Thomas. The proposal requests $65,000 to assist with a model program that would enable eight (four each for Minneapolis and St. Paul) carefully selected post-baccalaureate persons, referred to as Educator Interns, to prepare for teaching careers in urban settings.

Four schools, two in Minneapolis and two in St. Paul, would be selected as teacher preparation sites, with two Educator Interns assigned to each site. Candidates, after selection through a highly publicized Intern Fair, would be assisted through the three phase program by a Resident Mentorship Team (RMT). The Team, made up of the Program Coordinator, a Teacher Mentor, the School Principal, and a University of St. Thomas faculty person, would plan, implement, and evaluate an individualized preparation program with the Educator Intern based on her/his *Personal and Professional Development Plan*. Educator Interns would receive both a direct stipend and a fellowship to cover instructional costs.

The program would combine on-campus and on-site coursework (which candidates would have the option of applying towards a Master's degree) and on-site supervision, peer coaching and professional development. As partial compensation for the time involved with this project, all members of the Resident Mentorship Team would receive either modest stipends or dollars allotted for professional development.

1. BACKGROUND INFORMATION AND STATEMENT OF NEED FOR ALTERNATIVE LICENSURE GRANT

Background Information

St. Paul and Minneapolis Public Schools have a history of seeking creative, proactive answers for the pressing issues relating to urban change. Minneapolis' Career in Teaching Program, for example, has combined numerous resources to provide for professional career opportunities for urban educators. Cooperation between teacher organizations and administration has helped the Districts provide a variety of learning settings and curriculum-focused programs designed to meet student need.

The Districts, however, in spite of the many outstanding programs currently being offered, continue to find their resources taxed as their student populations grow and become increasingly diverse and "at-risk." Each district has an increasingly rich and diverse mix of students and a subsequent compelling need to increase the numbers of educators who relate to the changing needs of the student population. Over 43% of St. Paul's 35,730 students and 50% of Minneapolis' 41,000 students are persons of color; comparative staff percentages are 9% and 11% respectively. And the students representing the "majority" are growing up in a diverse world and need to have diverse role models (Education Commission of the States). St. Paul and Minneapolis educators have a strong need and desire to participate in designing and implementing outstanding programs to develop teachers ready for the complexities of urban settings.

The University of St. Thomas, with campuses in both St. Paul and Minneapolis, has sought to deliver its teacher education services through programs designed to maximize learning and minimize barriers to participation. St. Thomas offers a full compliment of teacher preparation models to

accommodate both the traditional four year college students and the increasing numbers of career transition adults seeking licensure. St. Thomas has had successful Intern options for its graduate licensure students for a number of years.

The three groups - Minneapolis and St. Paul Public Schools and the University of St. Thomas - have worked together successfully on a number of ventures. Most relevant to this proposal is a successful currently functioning program similar to the one described in this proposal. In 1989-90, four Master of Arts in Curriculum and Instruction students - career transition professionals - earned teacher licensure while serving as paid teacher interns in St. Paul's Saturn School. This academic year, 1990-91, the number has increased to six interns in St. Paul - four at Saturn and two at Expo, and the first intern has been added in Minneapolis - at the Chiron School. The evaluation information gained from these internship experiences and those St. Thomas runs with five other school districts, has provided much of the direction for this proposal.

The Need for the Alternative Grant Funding

While both Minneapolis and St. Paul school administrators and teacher organizations have a strong commitment to assisting with the unique teacher preparation needed for diverse urban settings, the grant for alternative licensure would serve as a catalyst for exploring fresh, collaborative approaches to this continuing challenge. Monies from the grant would allow Minneapolis and St. Paul School Districts and the University of St. Thomas to examine a potentially powerful model of teacher preparation that emphasizes the **dignified** transfer of broadly experienced persons from other careers into education.

("Dignified" as used here describes an attitude held by all persons related to the project that Educator Interns are developing professionals and are to be treated as professionals, not lackeys. Their classroom work deserves compensation and their life-experiences deserve recognition.)

2. TYPE OF PROPOSED PROGRAM

In its first year, the proposed program would be targeted for elementary settings. Particular encouragement would be given to potential Educator Interns whose racial, cultural, and/or experiential background would help make them effective urban educators.

3. THE PROPOSED PROGRAM

Goals of the Program

The program is designed to:

1. Recruit high quality persons into the teaching profession, particularly those who might represent various communities of color
2. Provide a dignified, personalized transition into classroom competence
3. Provide a model for recruiting and preparing teachers for urban settings

4. Provide data and training for ongoing efforts for creating a Twin Cities Urban Teacher Center
5. Build on and foster closer links between University of St. Thomas personnel in teacher preparation programs and the two school Districts
6. Build on the successful experience of the St. Thomas/Minneapolis/St. Paul Graduate Internship teacher preparation model
7. Develop alternative funding sources for longer-term projects
8. Provide opportunities for creative, collaborative planning and implementation of an "ideal" teacher preparation model
9. Allow candidates the option of working toward an advanced professional degree (Masters) while earning licensure
10. Provide a model for collaboration among major urban institutions (the School Districts) and Institutions of Higher Education in seeking solutions to critical urban problems outside of education
11. Provide opportunities for professional growth for Minneapolis and St. Paul teachers and for St. Thomas faculty members

Specific Objectives of the Program

The specific objectives of this program for YEAR 1 are to:

1. Develop a pool of highly qualified career-transition teacher applicants
2. Recruit and select eight Educator Interns (four each for Minneapolis and St. Paul) from that pool
3. Develop four mentorship school sites with strong Resident Mentorship Teams, two each in Minneapolis and St. Paul. (Each school would house two candidates to provide for mutual support and to reduce overhead costs.)
4. Provide a personalized, preparation program for each of the eight candidates, using a Resident Mentorship Team approach and an individualized Personal and Professional Development Plan
5. Evaluate and monitor the success of each Educator Intern's program for his/her further development and future program information

Design of the Program

Program Intention: The final form of the curriculum of the program would be determined by the four Resident Mentorship Teams in Spring 1991 meetings and would combine the outcomes for new teachers delineated in Minneapolis' and St. Paul's formative teacher evaluation handbooks (Reed,et. al., for Minneapolis and Penn, et. al. for St. Paul) with the Intention Statement of the St. Thomas Teacher Education programs (Osnes, et. al.).

The University of St. Thomas Teacher Education Statement of Intention is largely based on the work that went into developing Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships (Report of the Minnesota Task Force on Teacher Education for Minnesota's Future, Minnesota

HECB and BOT, 1986) and forms the theoretic outcome structure of the four University of St. Thomas teacher licensure models.

Statement of Intention

The Teacher Preparation programs at the University of St. Thomas intend to prepare teachers who are comfortable with themselves as:

1. **able scholars and action researchers.** In addition to coursework and experiences in Education, students earn majors in a field outside of the Education Department.

2. **instructional facilitators, team-players, and decision makers dedicated to promoting each learner's success**

3. **models of concerned, action-oriented global leadership - persons who can analyze critically, plan reflectively, and communicate effectively in a complex, multicultural society.**

4. **collaborators in the educational endeavor, able to maximize partnerships among students, parents, professional educators, business and community resources.**

5. **life-long, enthusiastic, reflective learners.**

Scope and Sequence: Reflecting the profession's strong commitment that "alternative" paths leading to teacher licensure not be equated with "inferior" or less rigorous paths to teacher licensure (Association of Teacher Educators, 1989), the proposed program offers a scope and sequence of course work and staff development similar to that of programs already approved by the Minnesota Board of Teaching. The format would combine the acquisition of the professional *knowledge base* with the guided translation of that knowledge base into practice. By combining the broad-based perspective of approved Master's level coursework with the day-to-day practicality of professional seminars and staff development, it is believed that the standards of the profession would be met or exceeded.

Combined with the transmission of an increasingly accepted professional knowledge base, the reliance on an individualized, team assisted approach would model the *client-oriented education* suggested in Linda Darling-Hammond's preferred futures scenario (Darling-Hammond, page 18).

Nature of the Delivery System

Instruction and experiences would include

1. formal instruction in graduate level courses. **While the writers of this grant recognize that the intent of the legislation is not necessarily to tie alternative licensure to course credits, it seems likely that some or all of the selected Educator Interns may desire the option of working toward a Master's degree at the same time that they are working toward licensure. Candidates could opt for "audit," if they do not choose to earn graduate credit.**

The on-campus portions of the core courses would include not only the Educator Intern cohort (the eight persons who start and proceed through the program together) but also regular St. Thomas post-baccalaureate licensure students. This should provide a strong opportunity for cohort members to meet and interact with other adults who are choosing to enter the teaching profession. Relationships with other St. Thomas students, particularly those in areas like administration, gifted and talented, reading, and special education can enrich the cohort's learning and foster post-program net-working.

Education courses at St. Thomas utilize a variety of teaching models and techniques, including - but not limited to - lecture, discussion, cooperative learning and demonstration. Faculty members currently teaching in St. Thomas Master's courses are all closely related to current school practice, either through recent or current K-12 teaching experience or through current on-site school supervision.

2. formal and informal on-site staff-development and peer coaching experiences. These would include both specially designed opportunities developed for this program by the Resident Mentorship Teams and on-going staff-development available to all school faculty. Since Educator Interns would be considered teachers and would have legal (if limited) certification through the State of Minnesota, it is intended that they would participate fully in all regular classroom teacher activities and social events in addition to those events especially designed for them.

Relationship to Special Needs of Adult Learners

Research on the adult learner suggest that adults desire excellence in content of instruction and flexibility in delivery systems. (Wertine). Additionally, preliminary results of the St. Thomas internship program (Osnes, Preliminary Lessons) suggest that returning-career change persons desire to:

1. be treated in a dignified manner, as able individuals

2. have previous academic and practical experiences recognized as valuable
3. have recognition of, and if possible assistance with, their life complexities (needs for child care, transportation, insurance, etc.)
4. be given responsibility early on, commensurate with their experience level

The proposed program, in order to meet these criteria, as well as to provide a model of instruction for a continuum of learners, would base each candidates' program on an individualized plan. Just as we do not expect all students in any one third grade classroom to have the same skill and knowledge levels, so we would not expect all the Educator Interns to come into this experience with identical preparation for what they would encounter. A variation of the **Personal and Professional Development Plan** (Osnes, 1990), would be jointly developed after an Initial Assessment Conference involving all RMT members and the candidate.

Emphasis of the plan would be on promoting optimum success for each candidate, capitalizing on strengths and setting up precise action and resource plans for areas requiring more work. RMT members would model the Intention Statement which suggests that each teacher must be an instructional facilitator, team-player, and decision maker dedicated to promoting each learner's success.

Rationale for Course Sequence and Selection

In addition to an insistence on meeting or exceeding the standards set by the accrediting bodies for teacher preparation and those of the professional learned societies, St. Thomas, St. Paul and Minneapolis have a two year history of successful career transition teacher preparation upon which to draw.

The proposed scope and sequence of classes is based in part on the experiences of the 18 interns who have completed or are completing their licensure programs through St. Thomas concurrent with paid teaching internship positions. Lessons learned from that work and the preliminary reports of other State's alternative licensing programs (Hassard) indicate that the following proposed BASIC PROGRAM's scope and sequence would provide a good balance between theory base and practice. The BASIC PROGRAM could be modestly varied according to the specific needs of each Educator Intern as determined by the Personal and Professional Development Plan.

The organization of the proposed program goes from the "Why?" (before the students get so inundated in day to day detail that they have little time to think about WHY they are doing things like they do!) to the HOW. The HOW progresses from the general to the more specific and is accompanied by increasingly sophisticated concurrent clinical experiences designed to meet Personal and Professional Growth objectives. Specific guidelines for developmentally appropriate clinical experiences and supervision are

contained in St. Thomas' Initial Clinical Experience Handbook, Advanced Clinical: Curriculum Observation Guide (Department of Education, St. Thomas) and Student Teaching and Intern Handbook (Warring). These would be supplemented for more sophisticated candidates by formative evaluation and supervision based on St. Paul and Minneapolis' probationary teacher criteria.

Emphasis throughout the program would be on REFLECTIVE TEACHING, assisting the candidate in making justified, thoughtful decisions about his/her own preparation and needs and his/her students' needs

The program is designed in three phases. PHASE 1 would be taken during the summer prior to full-time classroom initiation, PHASE 2 would consist of the Fall and Spring terms, and PHASE 3 would be designed to help the candidate continue her/his professional development after licensure is earned.

BASIC ALTERNATIVE LICENSURE PROGRAM

to be adjusted to meet individual needs and strengths as determined by RMT- Educator Intern Initial Assessment and Plan Development

PHASE 1 (Summer)

Summer 1991

1. **Initial Assessment and Personal Plan Development.** After introduction to the program and assessment, Resident Team creates Personal and Professional Development Plan with each Educator Intern (see section on nature of delivery system) 4 - 6 hours
2. **Courses**

   First Summer Session. Audit classes or take for credit toward Master's as cohort

   GRED513 Essential Elements of Education The WHY. Broad based foundations course - with supervised on-site 30 hour practicum (3 credit) - 45 class hours

   GRED596 Methods, Media, and Measurement - with on-site components taught by Resident Team members. Includes lesson and unit design, intro to classroom management , classroom organization, working with continuum of learners, special education/ mainstreaming (3 credit) - 45 class hours

   GRED615 Human Relations and Multicultural Relations - with on-site project determined jointly by Resident Team and Candidate. -State approved course to prepare for multiculture, gender fair, and disability sensitive teaching (3 credit) - 45 class hours

   GRED701 Developmental Reading- with on-site clinical . Whole language approach to communications skills (3 credit)- 45 class hours

   Second Summer Session

   GRED516 Computer Applications - Technology component. Taught on-site by School personnel (1 credit) - 15 class hours
3. **Social activities** - planned by cohort and Resident Mentorship Teams - 6 hours
4. **Clinical supervision of Initial Clinical Experience**

237 hours, 4 1/3 graduate course equivalents earned or audited

PHASE 2 (Fall, Spring Terms)

Fall 1991

1. **Second Assessment and Personal and Professional Plan Development.** After assessment, Resident Team adjusts Personal and Professional Development Plan with Educator Intern. 2 -3 hours
2. **Seminars/In-service / staff development, including Fall workshops attended by all teachers** 10 hours
3. **Courses**
   GRED596E Science Methods - (2 credit) taught by adjunct faculty from schools on-site and on campus - 30 class hours
   GRED596C Art Methods (1 credit) taught by adjunct faculty from schools on-site - 15 class hours
   GRED596D Math Methods (2 credit) taught by adjunct faculty from schools on-site and on campus - 30 class hours
   GRED525 Supervised Internship and Peer Coaching (4 credits) supervised by RMT - ongoing

   Note: Fewer courses would be suggested for Fall externally to accommodate greater need early on for adjusting to teaching schedule, student needs, etc. The above represents no more than one evening per week outside of regular school day, since the courses are scheduled so that one begins after the other is completed.

87 hours, 3 graduate course equivalents earned or audited. One evening per week in classes plus occasional other meetings.

January 1992

1. **Mid-term (Third) Assessment and Personal and Professional Plan Development.** After assessment, Resident Team adjusts Personal and Professional Development Plan with Candidate - 2 hours
2. **Seminars / In-service / staff development** led by Resident Mentorship Team - 2 hours
3. **Courses**
   GRED596F Social Studies Methods - taught by adjunct faculty from schools - on campus and on-site (1 credit) - 15 class hours
4. **Social activities** - planned by cohort and RMT - 3 hours
5. **Peer Coaching - daily and on-going**

20 hours, 1/3 graduate course earned or audited

Spring 1992

1. **Seminars / In-service / staff development** led by Resident Mentorship Team - 3 hours
2. **Courses:**
   ED610 Theories of Cognition - on campus course taught by full - time UST faculty - 45 class hours
   ED623 Personal and Community Health, Alcohol and Drugs - 2 credit - 30 class hours
   ED596A Physical Education / Health Methods - taught by adjunct faculty from schools on-site and on campus - 15 class hours
   ED596B Art Methods - taught by adjunct faculty on-site (1 credit) - 15 hours

ED577EE 2 Independent Study - to cover Children's Literature and Language Arts- by arrangement with on-site faculty / instructors - 1 credit - by arrangement with on-site adjunct faculty

3. **Social activities** - planned by cohort and RMT - taught by adjunct faculty from schools - combination of on-campus and on-site - 3 hours
4. **Peer Coaching - daily and on-going**

111 hours, plus peer coaching. 2 2/3 graduate courses earned or audited

PHASE 3

3 hour Candidate **Fourth Assessment and Personal and Professional Plan Development.** After assessment, Resident Team adjusts Personal and Professional Development Plan for Candidate to reflect next stages in professional growth - an induction year professional plan. Reflection on program and evaluation.

3 Hours, no graduate credit earned

5. INSTRUCTION AND EXPERIENCES

Summer

1. Six to eight hour session with all four teams and then with individual Educator Interns and their assigned RMT to develop individual Personal and Professional Development Plan.
2. Classes with Intern cohort - four hours of classes per day, Monday through Thursday, for six weeks, mid-June through July, interspersed with seminars, staff development and social activities. Includes guided field experience at the grade level recommended in the Personal and Professional Development Plan.
3. Two hours of course work per week for three weeks in late July and early August, accompanied by on-site guided preparation for school's beginning.
4. Preparation for PPST and other procedural issues

Fall and January Terms

1. Fall staff development with current teachers. Special assistance offered to Educator Intern by RMT and Program Coordinator.
2. University courses one evening per week with cohort for first semester
3. Additional on-site individualized supervision by RMT and Program Coordinator to handle "newness" of teaching setting
4. In-service, staff-development , seminars, and social activities as needs assessment dictates
5. Candidate teaching up to 3/4 time as part of team with assistance from RMT and Program Coordinator
6. Daily peer coaching with Teacher Mentor

Spring Term

1. Spring staff development with current teachers. Special assistance offered to Intern by RMT and Program Coordinator.
2. University courses two evenings per week with cohort during second semester
3. On-site individualized supervision by RMT and Program Coordinator to handle growing level of responsibility
4. In-service, staff-development, seminars, and social activities as needs assessment dictates
5. Candidate teaching from 3/4 to full- time as part of team, with assistance from RMT. Decreasing planning assistance from Program Coordinator

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6. Daily peer coaching
7. Preparation for Licensure and other procedural issues

Completion of School Year

1. Retreat for Educator Interns and RMTs to integrate learning and to plan Interns' induction needs and resources.
2. Closure planned by cohort and RMTs.

6. OTHER INFORMATION

No additional information is being added.

7. STAFFING

NOTE: BECAUSE FINAL STAFFING DECISIONS HAVE NOT BEEN MADE FOR 1991-92 AT ANY OF THE THREE AGENCIES ASSOCIATED WITH THIS GRANT REQUEST, SPECIFIC PERSONS HAVE NOT YET BEEN NAMED TO THE RESIDENT MENTORSHIP TEAMS.

Key Personnel

The following persons have assisted with the development of this proposal and would have responsibility for ensuring the success of the endeavors:

Minneapolis Public Schools

Dr. Katrina Reed, Associate Superintendent of Human Resources. Ms. Reed is the head of the Human Resources Department. This department is responsible, among many other components, for the recruiting and hiring of new teachers, supervision of the district's performance appraisal process, promotion of new partnerships with teacher training institutions, and other program efforts which strengthen the district's instructional staff.

Dan Loewenson, Administrative Assistant for Human Resources. Mr. Loewenson works most closely with the district's elementary level programs (both teachers and principals) and the central office administration. His major responsibilities include, among others, the staff of all elementary classroom and specialist teachers, filling of administrative positions in the district, supervision of the student teacher placement system, recruiting of elementary teachers, and serving as liaison to the Career in Teaching program, teacher mentors and colleges and universities involved in teacher preparation.

Louise A. Sundin, AFT Vice-President. Ms.Sundin is currently working as a ninth grade English teacher at Southwest High School in Minneapolis. She is President of the Minneapolis Federation of Teachers, Local 59, representing teachers, paraprofessionals, child care workers, and retirees. Louise is a vice-president of the American Federation of Teachers, representing five states in the Midwest heartland. She is chair of the Women's Rights Committee of the AFT and serves on the COPE Committee. Louise is a vice-president of the Minnesota Federation of Teachers and serves on several committees for the MFT.

St. Paul Public Schools

Dr. Phillip Penn, Director of Human Resources. Dr. Penn has been an administrator in personnel administration for over ten years. He received his Ph.D. in counseling and student

personnel psychology (NMJ) in 1980. He is a Bush Executive Fellow and is involved with numerous committees and task forces, councils, and organizations dealing with education, youth diversity, and the work force.

Jan Magnuson, Assistant Director of Human Resources. Ms. Magnuson received her M.A . in Education from St. Thomas (1984) and is currently a Ph.D. student in the University of Minnesota's Education Administration program. She is a former special education teacher and facilitator and serves as an adjunct faculty member for the University of St. Thomas.

Gladys Westin, Technical College teacher in medical technology. Gladys is former vice-president of the Minnesota Federation of Teachers and current president of the St. Paul Federation of Teachers. She received her BS in Vocational Technical Education in 1981.

University of St. Thomas

Dr. Trudi Osnes, Chair, Undergraduate Department of Education. Program Director, Graduate Elementary Program. Dr. Osnes has 20 years of K-12 and university teaching experience. Her areas of expertise include non-traditional licensure programs and the internationalization of teacher education models.

Carole Koch, Director of Clinical Experiences for the University of St. Thomas. Carole has extensive background in elementary education, in supervision of clinical experiences and in supervisor training. Her job includes organizing and quality control for both graduate and undergraduate clinical experiences.

Sally Hunter, Elementary Education faculty member. Ms. Hunter joined the faculty this year after teaching and working with staff development in the Minneapolis Schools. Ms. Hunter is widely acknowledged in the field of human relations and multicultural education, particularly for her work on behalf of Native American populations.

Karen Carr, Director of Curriculum Laboratory. Karen provides material and curricular support for both graduate and undergraduate St. Thomas teacher education students.

Dr. Dorothy Green, Elementary Education faculty member. Dr. Green has both teaching and administration background at the elementary level. Before coming to St. Thomas she served as a foundations officer and as the Curriculum Director for the Lutheran Church. Dorothy is an internationally known consultant in Curriculum development.

Dr. Joan Cady, Elementary Education Faculty member. Dr. Cady joined the faculty this year from Moravian College in Pennsylvania. Her particular areas of expertise are in program development, interdisciplinary models of teaching and curriculum.

Additional Staff Required

The proposed program would require one half-time additional staff person, the Program Coordinator. This person would be hired (or reassigned) from either Minneapolis or St. Paul and would report to the Directors of Personnel of Minneapolis and St. Paul. The Coordinator would be officed in Minneapolis for the first semester and in St. Paul for the conclusion of the year. The Coordinator would be a person with strong and recognized urban teaching, mentoring, leadership, and public/interpersonal relationship skills. Duties would include but not be limited to:

- Coordinating and convening joint meetings of the four Resident Mentorship Teams
- Serving as a member on all four RMTs
- Facilitating RTM-Intern cohort mini-retreats, social activities, and staff-development projects
- Providing on-site supervision of candidates

Providing formal and informal training and assistance for Mentor Teachers
Identifying potential sources of funding and coordinating the writing of grants to those sources
Coordinating and maintaining quality control on the Personal and Professional Development Plan process
Assisting Educator Interns with procedural matters related to success in the program
Coordinating, initiating and maintaining the Evaluation Component
Coordinating the writing and submission of the required reports
Serving as liaison between program participants and administration of Minneapolis, St. Paul, and the University of St. Thomas
Coordinating the dissemination of program evaluation results
Representing the program to various publics as needed
Maintaining the program budget

Resident Mentorship Team and Selection Criteria

The Resident Mentorship Team for each of the four school involved (each host school would have two candidates - to provide mutual support and to decrease initial overhead costs) would consist of five persons in addition to the Educator Intern. These persons would be:

1. the Principal of the host school (2 Minneapolis, 2 St. Paul). Host schools would be selected by the school administration, with consultation of the teacher's bargaining unit, from among schools applying to host the program

2. two Primary Mentor Teachers - one for each candidate - selected by the administration, with the consultation of the bargaining unit , from among teachers who apply for the position. This teacher's classroom would be physically located in conjunction with (as in team teaching) or in close proximity to the classroom where the candidate would have her/his primary teaching responsibilities. There would be two Primary Mentor Teachers on each school's Resident Mentorship Team since each host school would house two teacher candidates.

3. a University of St. Thomas Team Member, to be selected from among the Education Faculty by the Chair of the Department of Education with consultation of the Dean of the School of Education.

4. the Program Coordinator. This position would be a paid half-time position across the year. The personnel directors of the two school districts involved would hire the staff person from among persons applying, with consultation from the University of St. Thomas program representative and the bargaining units of each district.

Sources for Candidates

Identification of Potential Candidates:
Potential candidates would be identified through aggressive, public recruitment beginning in February 1990. A recruitment and information fair for potential interns is being planned for early March by the St. Thomas Teacher Education programs as part of their on-going internship program. An expanded version of the First Annual Intern Fair would allow representatives from St. Paul and

Minneapolis (as well as the other districts where St. Thomas has interns) to meet with potential candidates.

Recruitment for interested persons will be aggressive and heavily geared toward identifying potential teachers who are persons of color or whose cultural background would make them attractive candidates for urban teaching settings. Both a newspaper campaign and direct contacts utilizing St. Paul and Minneapolis School networks and connections through St. Thomas' many outreach programs are being planned to inform potential candidates.

For the proposed program, candidates would be selected on the basis of criteria commensurate with St. Thomas' graduate admission standards, if the candidate chose the graduate option. Candidates for Educator Intern positions would be recommended by St. Thomas, but final selection would be made by a search committee representing the District and the Resident Mentorship Team.

8. POST-GRANT CONTINUATION AND EXPANSION OF PROGRAM

Because the need for highly qualified teachers for urban settings comes close to becoming a national crisis, and because the trends do not suggest that this is a crisis that will go away on its own (Education Commission of the States), Minneapolis Public Schools and St. Paul Public Schools have a major commitment to finding viable alternatives for recruiting and retaining teachers whose special experiences or cultural background equip them for working in urban settings. This commitment far exceeds the scope of this grant proposal. The grant would move the process more quickly and assist with providing much needed publicity regarding teaching as an option for area persons, particularly for persons of color.

One of the tasks assigned to the Program Coordinator would be seeking out major sources of funding for continuing and expanding the Urban Collaborative Educator Development Program.

St. Thomas and the Twin Cities plan to continue and expand their internship options. Assuming positive outcomes from the proposed pilot program, it is likely that all St. Thomas internships would adopt the Resident Mentorship Team/ Personal and Professional Development Plan model. Furthermore, St. Thomas, St. Paul, and Minneapolis personnel involved in this proposal are active participants in numerous national and international organizations. Dissemination of results through those means may be assumed.

9. TIME TABLE

1991	
Early February.	*Coordinator hired *School sites and Resident Mentorship Teams identified *RMT preliminary planning
	*Major advertisement and recruitment campaign for St. Thomas Internship Fair (information fair for all interested Districts)
Early March	*Internship Fair - preliminary identification of candidates for Educator Intern positions * Evaluation format and scheme completed and initiated
Late March	*Final selection of Educator Interns
April	*Preliminaries handled, including acceptance into graduate program for Educator Interns who desire graduate option
May	*Interns take May PPST *Mini-retreat with Interns and RMTs for assessment and preparation of **Initial Personal and Professional Development. Plan**
June/July/August	*Pre-induction. Phase 1 courses and supervised clinical experiences
Late August	*Fall teacher workshops
	*RMT and Educator Interns complete assessment and **Second Personal and Professional Development Plan**
Sept - Dec.	*Fall Semester Phase 2 courses and experiences
1992	
January	***Midterm assessment and Third Personal and Professional Development Plan**
	*Interim Report submitted
Jan. - June	*Spring Semester Phase 2 courses and experiences
Late June	*Mini-retreat with candidates and RMTs to develop **Continuing Personal and Professional Development Plan** and induction plan
	*Final Report submitted
Throughout	*Evaluation and Reflection

10. EQUIPMENT

Because of the collaborative nature of this proposed program, close communication among all the stakeholders would be necessary to ensure the project's success. School sites and the University would be connected by means of electronic networking and FAX machines. St. Thomas and the District

13. STATEMENT OF ASSURANCE

If selected as a project to be funded by the Minnesota Board of Teaching Alternative Preparation Licensure Grant, the grantees - Minneapolis Public Schools District S1, St. Paul Public Schools District 625, and the University of St. Thomas will:

1. participate in the Board of Teaching program review associated with this funding,

2. provide an interim report and a final report on the project within 30 days of the specified dates, and

3. assist with the dissemination of results of this project.

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APPENDIX B

COMMON GROUND CONSORTIUM

To explore ways to increase the minority population in the College of Education and to support a national recruitment effort, a Common Ground Symposium was held in November, 1989, and was attended by representatives from nine historically Black colleges and universities (HBCUs), the College of Education faculty, and members of the Twin Cities community. HBCUs were targeted because they continue to graduate a large percentage of African-Americans who receive bachelor's degrees in education and liberal arts. The result was the Common Ground Consortium (CGC) which is funded by Bush Foundation and College of Education matching funds. The major goals are to recruit and retain African-American graduate education students in the College, to provide support for area job searches, and to foster other kinds of interaction, like opportunities for collaborative research and summer institutes, to meet the needs to the constituents.

The Common Ground Consortium began last fall with seven students who represent various program interests and levels in education. Currently, three are enrolled in doctoral programs (kinesiology, special education, educational policy and administration); the others are working for master's degrees—one in school counseling, one in vocational/technical education, and two in English education. The program can accommodate 20 new and returning students: we expect a special education administration student to enter this summer and 13 more students in fall, 1991. Participating schools include Alcorn State, Elizabeth City State, Fisk, Grambling, Morgan State, Morris Brown College, Tuskegee, Wiley College, and Xavier. Faculty advisors from these HBCUs refer students and assist with coordination of recruitment seminars.

CGC provides a strong support system to help students make the transition from an HBCU to the College of Education and to the Twin Cities community. As graduate assistants, students work with faculty mentors and establish connections within their departments. In addition, consortium schools maintain contact with students, help monitor their experiences, and supplement the faculty and peer advising provided by the College.

CGC works individually with students to assist with application, admissions, initial transition, adjustment to the Twin Cities, and integration into academic and social life at the university. The coordinator conducts bi-monthly meetings for support, information, and enrichment. Through the cooperation of the metropolitan school districts, students are apprised of job prospects, and services are provided to help them enter the job market.

CGC PROFILE

CGC OBJECTIVES

To increase the number of African-Americans in the College of Education; to increase the potential number of teachers of color in the Twin Cities area; and to foster collaborative academic efforts between the University of Minnesota and the historically Black colleges and universities.

PROGRAM HIGHLIGHTS

- Provides financial support for 20 new and returning African-American students
- Recruits students into graduate programs, with the assistance of HBCU's faculty and CGC program coordinator
- Provides personalized assistance, academicadvising, and social support
- Assists career development and job placement
- Promotes faculty research collaboration and other academic exchange between the College and the HBCUs.

ACADEMIC OFFERINGS

- Students choose from over 60 fields from the College's seven departments: Child Development; Curriculum & Instruction; Educational Policy and Administration; Educational Psychology; Music Education; Physical Education; and Vocational-Technical Education
- Degree opportunities include inital licensure, M.Ed., M.A., Ed.D., Ph.D., and specialist certificate

HIRING OPPORTUNITIES

Most students pursue the postbaccalaureate or M.Ed.; degree completion varies in length, but usually requires about two years.

For more information on the Common Ground Consortium, contact:

Vanessa McKendall, CGC Coordinator
College of Education
1425 University Avenue S.E.
University of Minnesota
Minneapolis, MN 55414
612/625-0180

APPENDIX C

MULTICULTURAL TEACHER DEVELOPMENT PROJECT

For approximately three years, The Multicultural Teacher Development Project, MTDP, was nothing more than an ambitious idea. MTDP gradually evolved from a concept into a reality. September of 1989 finally saw the implementation of the MTDP with a beginning class of eight students.

In retrospect, the demographics of this first group were very unique. All eight were female, all but one were enrolled in the elementary licensure program, and four of the students had three or more children. Their ethnic backgrounds broke down into two Chicano/Latinos, two Native Americans, three Asian Pacific Islanders and one African American. Three of the eight have since graduated and all are currently employed by the Minneapolis Public School District. In retrospect, our first year served as an exploratory year, trying to define MTDP as well as address the needs and concerns of the students. Based upon the demographics of the original eight members, childcare and daycare availability/affordability were major concerns. Like individual personalities, the group forged a distinct character, molding and shaping the direction of the Project.

The current MTDP group is composed of 22 students, encompassing a variety of initial licensure programs including elementary, math, second languages, English as a second language, and business education. Ethnically, the current group is more diverse, with nine Asian Pacific Islanders, seven African Americans, three Native Americans and three Chicano/Latinos. The gender balance of this group is also more equally distributed to include thirteen females and nine males.

To date, MTDP has focused on the experiences of minority students at a majority institution; job search strategies; and various outreach activities within the Twin Cities community. They have also begun to network with the Human Resource departments of both St. Paul and Minneapolis school districts.

In addition to the professional development component of MTDP, there is also a significant amount of peer advising among the students as well as strong comradery, a sense of belonging. The students serve as checks and balances for one another, providing a place to ask questions, confront worries and gain valuable feedback from one another. MTDP is also beginning to build important bridges with the educational community on a local level. We are presently involved with two secondary-based high school programs that work specifically with students of color who are interested in teaching. MTDP members are proving to be excellent resources as well as positive role models for these long-term prospective students.

MTDP PROFILE

MTDP OBJECTIVES

To ensure that our students experience a supportive, personalized environment where faculty/student interaction and intensive peer contact shape the educational experience. To promote and foster a sense of community and peer support and to encourage the leadership and professional development of each student.

PROGRAM HIGHLIGHTS

- Recruits persons from Asian Pacific, African-American, Chicano-Latino, and Native American backgrounds into initial teaching licensure programs
- Offers individual advising and peer support
- Provides non-need-based scholarships
- Facilitates networking with local elementary and secondary schools

ACADEMIC OFFERINGS

- The college offers undergraduate and M.Ed.-track programs for initial licensure at the elementary and secondary levels
- Licensure programs are available in the following educational fields: agriculture, art, business, early childhood, English, elementary, home economics, industrial, marketing, mathematics, music, physical education, science, second languages & cultures, English as a second language, social studies, and vocational-industrial.

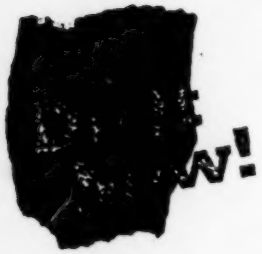
HIRING OPPORTUNITIES

Initial licensure programs range in length from 12 to 18 months; students graduate in June and December of each academic year. We encourage prospective teachers to begin interviewing three to four months prior to expected graduation dates.

For more information on the Multicultural Teacher Development Project and our teacher candidates, contact:

Susan Slater, MTDP Coordinator
College of Education
1425 University Avenue S.E.
University of Minnesota
Minneapolis, MN 55414
612/625-1550

APPENDIX D



For more information about the Teaching Magnet, fill out the form below, put it in an envelope and mail to:

Edison High School
700 22nd Ave. N.E.
Minneapolis, MN 55418

Or call 627-2982.

Name _____ Grade _____

Address _____

City _____ State _____ Zip _____

Phone ( ) _____ School _____

( ) I would like someone to contact me with more information about the Teaching Magnet.

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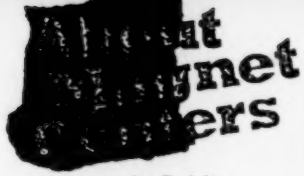

YOU'VE GOT THE POWER — EXPLORE THE LIMITS

Minneapolis Public Schools magnet centers and alternative programs form a nationally-renowned system of choices available to students beginning in kindergarten.

High School magnet centers offer enriched, specialized courses to provide academic challenge, meet special student interests, and prepare for post-high study and careers. Students in magnet centers complete all course work required for graduation. Some classes are taken in the comprehensive program available in each Minneapolis Public Schools high school.

In addition to magnet centers and comprehensive programs, alternative programs offer choice based upon a particular learning philosophy, or a unique learning environment to meet student needs.

All magnet centers and comprehensive and alternative programs are enriched by a culturally diverse student community. Any student who is interested may apply. Students who live beyond walking distance to a program will be provided with bus transportation.

For more information about high school choices in the Minneapolis Public Schools, contact the Magnet Office, 807 N.E. Broadway, Minneapolis, MN 55413, 627-2192.

Minneapolis Board of Education

George H. Dahl, Chairperson
Leo Biernat — Judith L. Farmer — Sandra H. Harp
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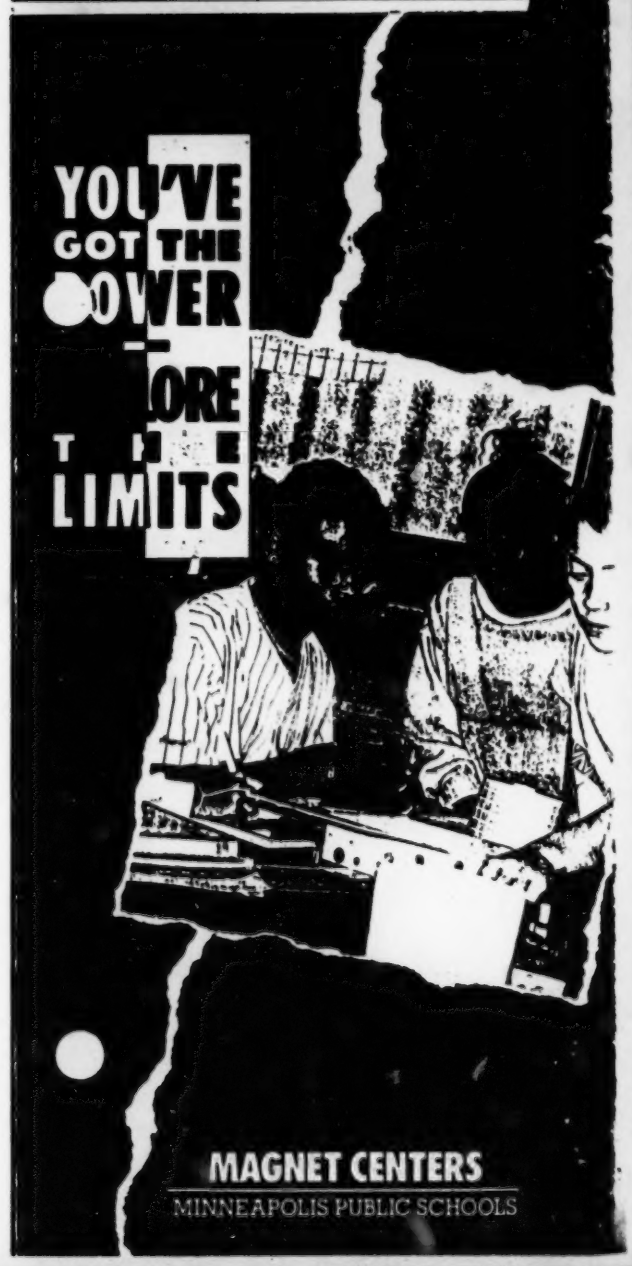
Superintendent of Schools
Robert J. Ferrera

Special School District No. 1
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA

An Equal Opportunity School District
1990

TEACHING



MAGNET CENTERS

MINNEAPOLIS PUBLIC SCHOOLS

Teaching

Have you ever thought about becoming a teacher? Do you think you would like to work in a high school, library, nursery school, or university? Perhaps you have never thought about how many different places teachers find jobs?

As a student in the Edison Teaching Magnet, you will get a chance to see how teachers work in many different places. In addition, students in the magnet work with children in a variety of settings to get a realistic view of what it takes to teach.

Several colleges and universities in the Twin Cities area work in partnership with the Teaching Magnet. Students work with college students and teachers to learn about education and the kind of training needed to become a teacher. The Teaching Magnet provides the preparation needed to enter college. Students also receive academic tutoring if necessary.

Teachers, perhaps more than any other professionals, need to be good communicators and leaders. Students in the Teaching Magnet are given many experiences to help them grow in personal skills that are valuable in teaching, as well as other fields.

Teaching Magnet students:

- develop basic communications skills, including public speaking, storytelling, research and journal writing
- develop leadership skills
- acquire skills needed to use computers and other educational technology
- work with children in various teaching settings
- participate in field trips to educational sites such as universities, libraries, elementary and high schools, daycare and nursery schools, and alternative school settings
- take college-prep classes and may work for college credit in some areas of study
- earn money and receive course credit by working in the Minneapolis Public Schools summer school program
- receive counseling and support as they prepare for college, including academic tutoring if needed

Students take college prep classes in the comprehensive program. In Teaching Magnet classes, students focus on a different theme each of the four years they are in the magnet.

Courses

GRADE 9

Explorations in Education

- ▶ Options in the Field of Teaching
- ▶ Art and Craft of Teaching
- ▶ 1 trimester of field work

GRADE 10

Teaching and Learning: A Global Perspective

- ▶ Different Cultures and Their Education Systems
- ▶ Educational Issues and Options
- ▶ 1 trimester of field work

GRADE 11

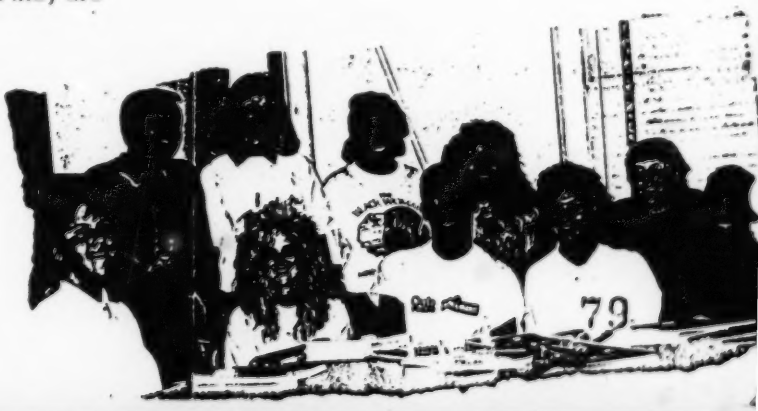
Integrating Issues

- ▶ Liberal Arts Education Focus
- ▶ Subject Areas Relationships
- ▶ 1 trimester of field work

GRADE 12

Reaching Out

- ▶ History of Public Education
- ▶ Community Service Project
- ▶ Post-secondary Counseling/ Planning for College
- ▶ 1 trimester of field work



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APPENDIX E

Sign me up for the Minority Encouragement Program

Student Name _____

Address _____

City _____ State ____ Zip ____

Phone # _____

School _____ Grade ____

MAIL TO: **Minority Encouragement Program**
St. Paul Public Schools
360 Colborne Street, 4th Floor
St. Paul, Minnesota 55102

Parent/Guardian Name _____

Address _____

City _____ State ____ Zip ____

Phone # _____

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Claudia Swanson	Vice-Chairperson
Bill Finney	Clerk
Al Oertwig	Treasurer
Bill Carlson	Director
Becky Montgomery	Dire
Eleanor E. Weber	Dire

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Dr. David W.M. Frye	Associate Superintendent Curriculum & Instruction
Dr. Curman L. Gaines	Associate Superintendent for Administrative Services
Mary Mackbee	Director Secondary Curriculum & Instruction
Jay Ettinger	Asst. Director Career Education Counseling & Related Services

Staff

Maxine B. Gaines
Vaughn Nagahashi
Bob Lace
228-3645 or 298-1584
Dorothy Rose, Secretary 228-3617

St. PAUL LIFELONG LEARNING

PUBLIC SCHOOLS

DISTRICT 625 • 360 COLBORNE STREET
ST. PAUL, MINNESOTA 55102 3299

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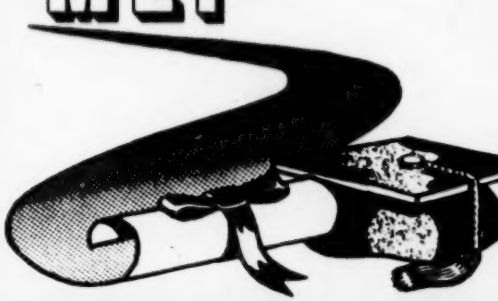
MINORITY ENCOURAGEMENT PROGRAM

MEP



Accept the Challeng

St. PAUL LIFELONG LEARNING

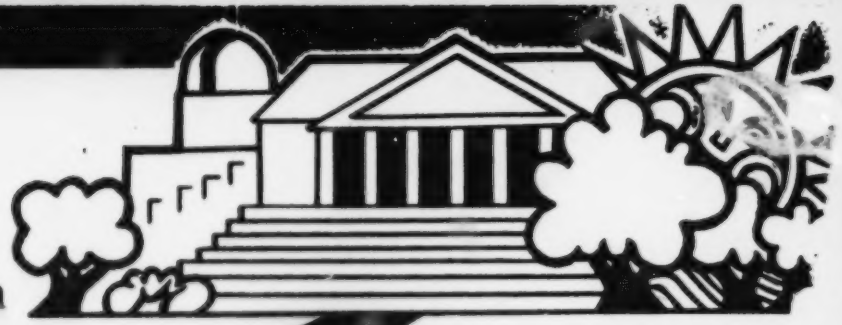
PUBLIC SCHOOLS

THE CHALLENGE!

As a 7th grader you are entering a challenging and exciting time in your life. The St. Paul Public Schools Minority Encouragement Program will assist 250 minority 7th graders in making career related choices in the coming years. The program will focus on personal/academic development and cultural enrichment activities. The activities will be under the guidance of parents, mentors and the school staff. The program model supports a continuous path from grade seven through the baccalaureate degree program. This series of activities plan to increase the number of minority students entering and successfully completing college.

THE ROAD TO SUCCESS

THE PROGRAM!



Student program

Personal/Academic Development

- Self-concept/Self Esteem
- Study Skills
- Test Wiseness
- Course Selection
- Communication
- Pre-vocational and Career Information
- Problem Solving

Enrichment Activities/ Explore The Working World

- College Experiences
- Special Cultural Events
- Field Trips & Tours
- Summer Activities
- Leadership Workshops
- Seminars with Business & Corporate Leaders

Strategies for Activities

- Small Groups
- Large Groups
- Seminars/Workshops
- Speakers
- Special Events
- Student Projects

Parent program

Workshops and seminars will be developed to assist parents in improving their skills and information in working to support their son's / daughter's academic and personal success.

Mentor program

The mentor will:

- serve as a positive role model.
- develop a personal relationship with student(s).
- provide emotional support.
- share career information.
- serve as an advocate for the student(s).

STUDENTS

STAFF

PARENTS

MENTORS

ACCEPT THE CHALLENGE!

Join, Prepare & Open Up Your

FUTURE CHOICES